

VOLUME IX

The

NUMBER 10

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



JUNE 1929



Examinations and the Educational Ladder

I CONSIDER the examination system an indispensable *adjunct* to any form of education, but what matters most is the sort of training the pupil receives. The real defect in our system is that hitherto we have had only *one* educational ladder, supposed to end up in a university. We have paid insufficient attention to the requirements of the *mass* of the students. We cannot all hope to be lawyers, doctors, teachers, professors, scientists, and clergymen. The assumption has been that a clever youth should be destined for an academic career. This was due to privileges accorded to the academically educated."

—Lord Riddell in, "John O'London's Weekly."

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The A.T.A. Magazine



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. IX.

EDMONTON, JUNE, 1929

No. 10

Canadian Carols

A. J. HEYWOOD, B.A.

"You can't throw a stone or a snowball in Canada without hitting a poet," said some one many years ago. This statement is not true literally, but the natural inspiration of our country, so vast and yet so diversified, has made its appeal to many prose writers and poets who may rightly be termed Canadian. The sources of the thoughts thus expressed in some cases lie far back beyond the years of actual writing and embrace widely various impulses and a host of traditions.

Canada with her great economic wealth of today, her untold wealth of timber and mines, her wealth in agricultural lands and her teeming waters—possesses also ever-accumulating abundance of unrivalled fortune in those factors which tend to make a nation permanently enduring, cultured and aesthetic. Among these are her artists and her writers.

A new Canadian poet has recently visualized for us our heritage in a volume entitled "Canadian Carols." These poems are wholly Canadian and a number were written in our own fair Province of Alberta. The volume itself is a bye-product of the Great War. The author says "Most of these verses came to me during a period of two years in hospital, and four years convalescence, during which time I was able to travel considerably. They represent my effort to transmute the time and energy that might otherwise have been given to worry, into something a little more valuable. A unique feature of the volume is that the author having a liking for origins has in many cases given the place of the composition.

The remarkable reception accorded the first edition of this work, published in December, 1926, by the Ryerson Press of Toronto, was so great that the entire edition was sold in a little over a month—a phenomenal occurrence for the first volume of an unknown author. A second edition was printed in 1927 and is now available.

William Howey, B.A., of Owen Sound, is the author, and the poems fall naturally into three main groups: poems of Nature; poems on Canada or patriotic poems; and child-poems or fairy-tales.

Among the poems of Nature, the outstanding Alberta ones are "The Prairie Bluebell," "The Prairie Harvest," and "Thrill of the Prairie." The Prairie Bluebell goes thus:

"Bluebell, bluebell, prairie star,
Tell me where the bluebells are.
Swinging gaily, sun or rain
Far and wide across the plain,
For I notice where you ring,
Everywhere the song-birds sing.

"Bluebell, bluebell, tell me true,
If the fairies come to you.
If they come and bear your bell,
By your true blue must you tell;
Does your ringing in the breeze,
Call the birds to minstrelsies?"

* * * *

"I confess! Our secret's out,
Why the birds sing all about.
Only fairies hear our bell,
But they charm the birds to tell;
All the sweet notes song-birds sing,
Are the tones the bluebells ring."

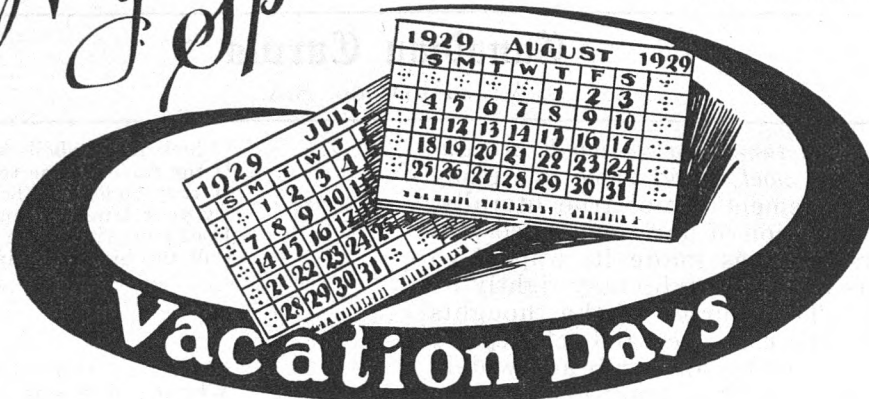
Here the poet is a great nature-lover. To him the common-place things—the flowers and the birds, clouds, mountains and streams—have a beauty and grandeur too often unseen just because they are always with us. He gives us eyes to see, ears to hear and hearts to understand and interpret. He tinges all that is common-place with a reverence akin to worship.

His patriotic numbers are born out of actual experiences and interpret for us the emotions of a true patriot, and instill in us a pride in our native land.

In his "Canada" we read:

"Land of freedom, land of free,
Land of British liberty;
Son of Britain, land of law,
New land, true land, virgin, raw;
Stretching wide from sea to sea,
Mighty nation soon to be;
Land of mountains, prairie, plain,
Forest, orchard, golden grain;
Land of progress, fertile soil,
Plough and axe, and honest toil;
Land of friendliness and cheer,
Land of sturdy pioneer;
Land of river, lake and stream,
Land of many a golden dream;
Land of trapper, land of snow,
Northland, to the Pole you go;
Land of bison, beaver, bear,
Bighorn, deer, and fox and hare;
Land of songsters, water-fowl,
Knights of plumage, hooting owl;
Land of sunshine, shower and breeze,
Pine and shady maple trees;
Land of nations, classes, creeds,
Free to each, to all their needs;
Land of happiness and peace,
Blessings, gifts that never cease;
Land of toil and honest sod,
Land of honour, land of God."

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And his "Flowers on a War Monument":

So long it stood so dull and bare,
I asked if none were left who care,
To care they fought, and fighting fell,
But the cold gray stone, it could not tell;
But as I passed along that way,
I saw some flowers on the stone today—
A little wisp of wildwood flowers—
To cull and bring, mayhap took hours;
So now I know there is someone still,
Lonely, with loving-heart and will;
Someone who gave them for the right;
And sent them forth in honour's fight;
Someone who followed them with their prayers;
Someone remembers; someone cares;
And oh! for the comfort that someone cares!

This latter poem was suggested to the author by a "War Memorial" in Vancouver.

None the less interesting and enchanting are his fairy tales or poems for the children. They arouse the imagination and inspire with optimism. These stories are imbued with a wholesome spirit, and cheerful thought. His "First Snow" is typical of his outstanding success in this realm:

The trees and fields were bare and brown,
When I went to bed last night;
But when I ope'd my eyes this morn,
The world was all in white.

The fields lie pure beneath a robe
Of downy, fleecy snow;
The trees stand wrapped in softest fur;
To breath of wind a-blow.

The snow is piled like whitest wool,
On roof and fence and tree;
I think the fairies just for fun,
Brought this surprise for me.

Oh! I shall have great fun today,
And many laughs and joys,
A-playing in the fleecy snow,
With all the girls and boys.

We'll run, an' jump, an' fall, an' shout,
An' build a big snow man,
An' sleigh-ride too, an' build a fort,
An' fight for all we can.

We'll roll great snowballs for the wall,
An' make it strong and right,
With piles of little balls to throw,
To help us win the fight.

Oh! I do love to see the snow!
It makes a pretty sight!
I love the fields and trees when green,
And when God paints them white.

This article is submitted, because of a feeling that here are a great number of Nature and other poems, very useful in the school room. The volume "Canadian Carols" would be a valuable supplement for instilling patriotism, for creating a reverence for or a worship of Nature and for hours of wholesome inspiration to any reader. In fact, I believe every teacher would do well to acquire not only this volume but a copy of a work by each of our Canadian prose writers and poets. The writer has made it a hobby during his last three vacations to read and read only the works of Canadian authors and it is amazing to know that one is not compelled to seek in other lands for men and women who thus successfully give of their time to the development of the "enduring" arts.

SCHOOL TEACHERS' SALARIES

THE time is approaching when school trustees and teachers throughout the province must consider either renewal of engagements for next year or give that notice required by law for termination for the same. Satisfactory arrangements regarding salaries have much influence naturally upon these business agreements between trustees and teachers. In recent years there has been an organization of those engaged in the teaching profession seeking to influence a more adequate return for their services. Their success in obtaining legislative aid to establish minimum salaries was encouraging, and since then many districts have adopted the schedule of the association and with them the question of what payment the teachers shall receive is no longer in dispute. Notwithstanding this improved monetary return for teachers it is a fact that the profession no longer is able to hold the best and brightest men and women, who see opportunities to do better in other walks of life. The Minister of Education for Ontario summed up the situation tersely in these words:

"If you don't make the teaching profession attractive enough to keep young teachers at it long enough to become thoroughly experienced and give the best they have, the whole educational system will suffer. Some time ago a rural trustee mentioned that his board was paying a teacher \$1,000 a year and considered it enough. Why, I haven't a stenographer on my whole staff that is not paid \$1,000 a year. And yet that stenographer has not the same educational qualifications as a teacher; that stenographer only takes and carries out orders from others, while a teacher, on his own, takes the full responsibility for the training of 20 or 30 children."

Increases in teachers' salaries means increased taxation of course, and that is always unpopular. While our free schools have been in operation fifty-eight years there is still the same disinclination in many rural sections to pay for the education of other people's children. Yet, even those who so object, would hesitate to stop the progress of education. We cannot have the best without paying for it, and cheap instruction is the dearest in the end. In this province we have made some improvement in payment of teachers. The grammar school teacher who was paid on an average \$1,332 per year in 1918 now gets \$2,152, without the Government allowance; superior school teachers are paid \$506 more; first class male \$167; second class male \$239; first class female \$377 and second class female \$298. Even these increases bring all salaries, except grammar, superior and first class male teachers below the \$1,000 mark, which is the minimum stenographer's salary in governmental departments in Ontario.

The question of adequate compensation for those who serve the public is far from being settled. Why we should be willing to recognize ability in business by fair wages and deny those who instruct and guide our more precious interests—our children—a proper or generous return for their work is indeed difficult to explain. Generally speaking our attitude toward ministers is very similar. The strings of pocketbooks are often tied until sickness terrifies us and nothing is too much



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SATURDAY NIGHT — "The Paper"

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to pay the physician. The minister, too, would be paid if that were permitted. Our tangible appreciation of the best things in life among which health, education and religion must be included should be shown earlier. If we pay our teachers and ministers generously enough to make complaint reasonably impossible we must benefit by self appreciation, and forward the interests of those who seek instruction in school and church.

—*Telegraph Journal, St. John, N.B.*

PILING IT ON TO THE YOUNG FOLKS

ALL of a sudden, it seems, educators and parents in Alberta have awakened to a realization of the fact that school curricula in general and those of the high school in particular are crowded to breaking point. Parents who have seen their almost-grown-up families deprived of every opportunity of acquiring the social arts, benefitting by the cultural influences of music, the drama, contemporary literature and so on and have seen children turning sickly and fragile by being denied opportunities for healthful recreation—such parents have long suspected that their children were being asked to do too much. If they mentioned it to the school principal they were only told that the amount of home work prescribed was absolutely essential if the prescribed curriculum were to be completed within the term. And, of the course, the principal was right with things as they were. And yet educators, voluntary as well as professional, in their zeal for mere academic education, kept piling it on to the young folks, each with a hobby of his own or her own to ride to the great distress of the pupils. Yearly or at shorter intervals well meaning men and women gathered and discovered something that school boys and school girls should have been learning and weren't and accordingly they used their influence to have it added to the already over-crowded curriculum.

This sort of thing might have gone on indefinitely had it not occurred to some educator of a practical rather than a merely idealistic turn of mind that society demands of its members more things than are taught in the high schools. A liberal education may have an elevating influence but the young girl who emerges from high school to the drawing room and finds that, in spite of her familiarity with the works of long-dead authors and her close acquaintance with biology, botany and physics, she is handicapped because she can't dance decently nor play even a fair game of bridge nor appreciate good music—well, she just turns revolutionary, that's all. And her parents admit that they don't know what to do with Clara and they and the rest of the world sit down and write furious letters to the newspapers about the terrible decadence of the younger generation.

And the young man, unfamiliar with the sporting field except as he may have been herded into the bleachers to watch somebody else play his games or as he may have surreptitiously paid two dollars into a pari-mutuel machine, proceeds to go to the dogs with corresponding rapidity.

One by one educators are beginning to realize that this is what is the matter with the younger generation; that this is why the less educated people are often the most successful. We are not witnessing the degeneracy of youth so much as its revolt and our educators, out of their very zeal, have been to blame.—*The Calgary Albertan.*

On the Foremost Question

Specially Written for the A.T.A. Magazine by
ZOE PAULINE TROTTER.

FACED with strenuous opposition within and without the legislature, the Alberta Government withdrew the new School Act from controversy at the recent session of the Legislative Assembly by adjournment of the debate upon second reading until the next session, Premier J. E. Brownlee expressing the hope that by that time a year of consideration would have crystallized public opinion upon the subject so that the government will have some definite knowledge of what the public really wants in the matter of education.

Hon. Perren Baker, Minister of Education, in moving adjournment of the debate after the bill had been flayed by opposition speakers, expressed himself as being "still naive and hopeful" that this important question would not be one to be made a political platform, but would be approached in a non-partizan spirit.

In introducing his bill upon moving its second reading, the Minister spoke at great length outlining to the house as he previously has done in a published pamphlet the manifold advantages which he claims for the system of rural education in Alberta as set forth in the new Act. In moving adjournment of the debate after part of several days' sessions had been spent in discussion of the bill, he went over the same arguments again, this time refuting point, by point, the objections raised and criticisms levelled at the bill from various parts of the house.

That the government side of the house was not solidly behind the bill, although many of the members, if not all, endorsed the desire of the Minister to institute radical reforms in rural education particularly with a view to increases in the facilities for secondary education in the rural communities, was apparent. H. W. Shield, Govt., Macleod, speaking as a rural taxpayer and a school trustee of long standing, endorsed the general effort of the Minister and principle of the bill although he was not certain of the correctness of all its provisions, particularly the appointment of supervisors by the Department, the local board, in his opinion, being the body which should handle this work. George MacLachlan, Govt., Pembina, was strongly in favor of the year's hoist being given the bill. It was evident, he said, that it was greatly misunderstood by both members of the Legislature and others, and he laid upon the members of the assembly in solemn terms the responsibility which was theirs of interpreting the Act to the Alberta public.

A. A. McGillivray, K.C., Conservative leader, openly challenged the withdrawal of the bill as unparliamentary procedure, declaring that any other government would "stand or fall by the fate of the bill" and expressing his personal conviction that the Minister of Education alone of the government had the courage to stand by his convictions and attempt to force a second reading of the bill. Premier Brownlee defended this course as being not without precedent and justifying the

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endeavor of the government in introducing the measure to secure an expression of opinion from the members and to focus upon it the attention of press and public, then withdrawing it for a year to educate the public mind to the changes involved and to secure the public reaction to the measure on closer study.

J. T. Shaw, K.C., Liberal leader, reiterated the charges of "regimentation and centralization" that he had uttered against the bill in his address in the debate on the speech from the throne. He charged that the whole new system was "Minister created and Minister dominated." Local self-government in matters of education was set aside and substituted for it was a system dangerously centralized which might be misused shamefully in the hands of "an educational tyrant." He said, "You might just as well say to the Minister 'You may appoint all the teachers throughout the province' and be done with it."

Hector Lang, Liberal, Medicine Hat, led the attack upon the bill, voicing the opinion that the present system had not been fairly treated and that many of the defects cited by the Minister might be remedied without such drastic changes. More inspectors was one of the principle reforms he advocated, along with a scheme of teachers' pensions to stabilize the profession, and a raising of the minimum age for teachers. He concluded by moving an amendment to the resolution to give second reading to the bill, an amendment which Mr. McGillivray later stated amply expressed the opinions held by the Conservative group in the house concerning the bill.

The Liberal resolution which was never voted upon read as follows:

"That the motion be amended by striking out all the words after "that" and substituting the following therefor: "this Bill be not now read the second time, but that it be resolved that the said Bill is unsound in principle for the following, among other, reasons:

"1. It provides for a serious and not wholly justifiable interference in the local management and control of rural schools.

"2. It substitutes for the existing system an undemocratic and highly centralized Departmental control over the rural schools alone, which may tend and lead to bureaucratic tendencies and actions.

"3. It will greatly increase school administrative machinery and costs in rural areas without adequate return.

"4. It violates the principle of Provincial responsibility in educational matters, because it burdens the rural areas with practically the entire cost of carrying the financial load in the weaker rural school districts, and relieves urban people from practically any financial responsibility in connection therewith.

"5. It will cause in the rural areas, an unfair distribution of the rural school financial burdens.

"6. It creates territorial divisions and organizations wholly unsuitable for any other Provincial or local purpose whatsoever."

C. Lionel Gibbs, Labor, Edmonton, was not as harsh in his criticisms, but he criticized, nevertheless. Colonel C. Y. Weaver, Conservative, Edmonton, also was critical, describing the provisions of the act as an effort to enforce an "educational goose-step" and making a plea for individuality

and development rather than standardization in education.

Hon. Irene Parlby, Minister without Portfolio, took part in the debate, speaking at some length in defence of the bill and dealing rather more generally than had previous speakers with the general subject of education. The lady minister found the act particularly interesting as it dealt with rural education, a problem which is agitating the minds of all. Alberta has reached a stage where some changes in the system of rural education are rendered necessary, and as a result of the antiquated system in force progress has not been as rapid as could be desired.

Much unintelligent criticism had been directed at the bill, said Mrs. Parlby, and most of those attacking it did not know themselves exactly what they wanted. If it were desired only to turn out so many children from the schools of the province each year with undeveloped character and only book knowledge, then the hard machinery set up to grind out pupils would suffice. But if it were agreed that character counted most, then she was of the opinion that something greater, something more fundamental was required in the schools than the machinery of education. A descent must take place to the very fundamentals of education.

Mrs. Parlby praised the Minister of Education for his courageous effort to build up something in the form of a new act to fill the requirements of the day.

The principle change in the new act, the enlargement of the size of the administrative unit, was now in force in other educationally progressive countries and she was convinced the results in Alberta would be equally happy under the proposed change.

Mrs. Parlby spoke with high praise of the Danish folk schools which were considered models of their kind by educationists who came from all parts of the world to study them. While in Denmark last summer she had been informed that one-quarter of the population went to these folk schools and three-quarters of the successful leaders in various activities in the country were drawn from the one-quarter.

Equalization of the burden of education, stabilization of the teaching profession by assurance of a full term operation of rural schools actuating in benefit to teachers, pupils and school district, encouragement of secondary education in the rural districts, better methods of organization, and taxation, establishment of a uniform teachers' salary schedule and closer supervision of the schools of the province with greater incentive to the ambitious rural teacher, were the outstanding advantages claimed for the new scheme by the Minister.

Many speakers took part in the discussion, before finally it was adjourned by the Minister.

AN UNDESIRABLE FEATURE

Although the Education Bill, as a whole, finds little favor in the rural sections of the province at the present time, the chief opposition is directed toward the general taxing board, which the people are afraid of as tending toward bureaucratic taxation. This feature should not have been introduced, as it is not essential and makes people suspicious of the whole scheme.

—Stettler Independent.



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OPPOSED TO BILL

We see no crying need for the relief proposed under Mr. Baker's new School Act. We do see need for remedy in the high school situation within the province. The centres of population are providing too great a share of high school costs. Education is a business enterprise in our present social system, and certain facts must be accepted as a basis for any revolutionary change.

—*Claresholm Local Press.*

The discussion and debates which took place recently at the educational convention in Edmonton in connection with Mr. Baker's proposed new School Act revealed that there is a strong opinion among those who are in closest touch with educational problems that:

First: that existing conditions cannot be allowed to continue.

Second: that the proposed new School Act is directed along right lines but runs to extremes.

The debaters picked out accurately two of the worst features, namely, the unwieldiness of the proposed administrative areas and the formation of the proposed General Board. These are precisely points with *The Observer* emphasized at the moment the Minister of Education first explained the new act.

From the sole point of supervision it does not matter how big the divisions may be; but it matters a whole lot in administration. This feature has been mentioned over and over again. Perhaps by this time the objections to the big divisional areas may be realized in the proper quarters.

—*Vegreville Observer.*

The knowledge that there is no intention of pressing the new School Act through the legislature this year is rather disheartening to those who had hoped to see some progressive measure adopted to supersede the existing system of administration. Surely the Minister of Education and his cabinet colleagues were not scared off by the noisy demonstration made by the trustees at Lethbridge. The very fact that these trustees refused to discuss the new act sanely is almost sufficient proof of their ineptitude for the jobs they hold.

To delay, linger and wait for still another year, without any real hope of anything being done even then is not gratifying to those who earnestly hoped that Mr. Baker's new act, modified in many ways so plainly necessary, would become law this session. *The Observer* is bitterly disappointed and somewhat disgusted.

* * *

Mr. Hector Lang, Liberal member for Medicine Hat, has constituted himself the education critic of the Opposition forces. Mr. Lang, according to press reports received, is very capable and some of his resolutions as approved by the legislature are really worth while.

But surely Mr. Lang is away wide of the mark when he is alleged to have stated that the existing system is the best of all possible systems in this best of all possible worlds, needing only more school inspectors to make it perfection itself. In taking this attitude, Mr. Lang out-trustees the trustees themselves, for while most of the trustees disagreed loudly with Mr. Baker's proposals, they, at the same time, admitted that the system required revision of some kind.—*Vegreville Observer.*

PAYING FOR EDUCATION

In paying for education, however, there are certain vital considerations which undoubtedly Mr. Baker had in mind in his proposed School Act. One is the principle of equality in taxation. The only objection we have to the new act on this score is that he did not go far enough to include the towns in the act. The towns are being unduly assessed—far in excess of the benefits derived.

—*Cardston News.*

DOMINANT FIGURES

The ratepayers meetings, if you have ever attended them in a rural school district, are not expressive of the best interests of the community. They are poorly attended, they are usually dominated by a few men, large taxpayers, whose whole thought is to keep the mill rate down.

—*Cardston News.*

SCHOOL BILL GOES TOO FAR

There is not much prospect that the school bill which was introduced at the recent session of the legislature and left over for a year will be enacted without drastic changes. The delay was for the purpose of giving full opportunity for the discussion of the measure and the government presumably intends to be guided by what appears to be the prevailing sentiment regarding the proposals. It can hardly be encouraged by that which has manifested itself up to the present to stand by the measure in its entirety.

There has been strong opposition to taking away from the local districts any of the control that they now exercise. In order to overcome this, it will be necessary to secure a much greater degree of unanimity among those who favor the creation of larger units of administration. Many of them are convinced that it is unwise to go beyond the establishment of Divisional Boards. The most serious objections are to the General Board feature of the scheme. From the first, doubts were entertained respecting it in quarters otherwise friendly to the legislation.

In an article in the current issue of "*The U.F.A.*," Mr. Barnett, the secretary of the Alberta Teachers' Alliance, makes a searching analysis of the suggested changes. The fundamental provision of the bill are in line, he states, with what his organization has advocated. But some of the methods adopted are such that "a noble effort has been rendered to some extent nugatory and a splendid concept spoiled."

The Alliance is of the opinion that the divisions are too large and ought to be reduced to about a third of the proposed size, which would make them approximately the proportions of the average legislative constituency, while the elimination of the General Board is considered desirable. This would leave the division the unit of administration for taxation and all general purposes.

With the bill in its present form, Mr. Barnett points out the Divisional Board has very limited powers. If it is left free to provide for the extension of educational facilities within its area, e.g., for the construction of rural high schools, it appears to him that the taxing general body would have to have the power to veto projected expenditures and that this would mean clashes between the two. An easy means would be provided of unloading on the wealthy rural sections the burden of financing the poor ones. The con-

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stitution of an authority not directly elected, like the General Board, would be a complete break from British tradition and practice. A province-wide tax-levying authority of this character "seems to be too far removed from those who pay the taxes to be received with confidence by the rank and file of the taxpayers."

These are valid criticisms and they will have to be met, if the Minister is to rally the support that he requires, in order to have his reforming effort succeed, from all who are sympathetic towards the ideas on which he is working. The basis of rural education needs to be widened but the process is carried too far by the bill.

—*Edmonton Journal.*

PROPOSED NEW SCHOOL ACT

Editor, *The U.F.A.*:

After reading the article re rural education, by Hon. Perren Baker, which appeared in *The U.F.A.* some time ago, I wish to state that I do not believe that the proposed changes as outlined therein will overcome the defects enumerated.

If the Minister believes that by merely increasing the salaries of rural teachers it will be possible to make rural teaching more attractive, then a better scheme than that proposed cannot be devised, but to my mind it will not have the effect he so much desires. That salaries of teachers, urban as well as rural, will be increased when the proposed "General Board" is established, there can be no doubt, for as always happens when competition enters, the commodity sought becomes more costly and that competition between urban and rural districts, when seeking teachers will not grow more pronounced under the new scheme than it is at the present time none can successfully contradict.

Competition begets friction, and I am convinced that nothing will be gained by lessening in rural districts "sources of neighborhood quarrels," while at the same time introducing a system that must inevitably create friction between urban and rural centres more vast than that which now prevails.

The Chief Factors

Other factors besides that of inadequacy of salaries operate to place rural districts at a disadvantage as compared to urban districts and the factor militating most against the former is the attractiveness or fascination of city life, and the proposed plan contains nothing to overcome this, for it is obvious that the increase in salaries for rural teachers provided for by the General Board in its "schedule of pay" will at once be counteracted by the boards of urban districts advancing their present rates, in order to retain their present advantage. This will engender not only friction between urban and rural districts, but will also bring about increased educational costs to all citizens of the province and that without receiving services proportionate to such increased costs. To reduce to a minimum all possible sources of competition and friction, urban districts should be represented on the General Board, and a proviso to this effect should be inserted in the new act.

One of the results expected of the proposed plan is a "fairer distribution of cost" and yet many rural ratepayers located in districts dubbed "village" are to be excluded from participation in this "fairer distribution" and for no apparent reason

whatsoever. Undoubtedly those coming within the scope of the new act will benefit by equalized rates, but just why those whose farms are located in so-called village districts are to be discriminated against is a mystery to me, although the Minister has intimated while addressing public gatherings that "the difficulty of making readjustments made interference inadvisable."

I wonder why the Department under his charge only now discovers this "difficulty" when the difficulties of readjustment, encountered when the re-organization of those districts of which the "touch-me-nots" are composed, must have been equally, if not more, troublesome! The school district in which I reside was re-organized by Departmental "interference" less than two years ago, but apparently readjustments counted for nought then.

I hope some light will be thrown on this point by those who use the columns of our paper to discuss the educational question in future. It's time the farmers insisted on a system that will accord to all rural ratepayers the same impartial treatment!

P. Rafferty, Secretary, Mayerthorpe U.F.A. Local.—*The U.F.A. Magazine.*

Alberta Teachers' Alliance Magazine.

To the Editor:

I quite agree with Mr. Shaw's third and fourth criticism as cited in the *Calgary Albertan's* editorial, reprinted on page twelve of the March issue of the *A.T.A. Magazine*. The towns and cities, representing forty per cent of the province's population must be included in the scheme in order (1) to maintain a provincial-wide responsibility and (2) to eliminate the city-ward drift of teachers. It might be of interest to know what percentage of teachers are engaged by this forty per cent of our population.

On page seven of the Minister's pamphlet "Rural Education in Alberta," it is clearly pointed out that "we are unable to bring intelligence to bear on the important task of placing teachers in the schools for which they are best fitted." How about the teacher who is not adapted to the rural school with so many grades? And are there not some teachers who enjoy the independence of being masters of a one-roomed school, all their own, but who fail to submit to the co-operation necessary to the smooth running of a graded school—who fail to work in as members of a staff, a matter of great importance from the standpoint of a principal?

Furthermore has not the A.T.A. sufficient evidence from its various legal proceedings against different school boards to support the contention that many town (and city) school boards should be relieved of the responsibility of hiring—and "firing"—the teacher?

The Minister admits in his brochure that the positions in town schools are more attractive, and when one makes a survey of salaries paid in town schools, it is seldom the salary that provides the added attraction. It is contended by the writer that whatever makes the town school more attractive should be retained as part of the reward for "scholarship, experience, and efficiency."

There is a mole hill that seems to have been passed unobserved, although it adds somewhat to the landscape. At least there is nothing in the Minister's brochure on this point, nor can I find

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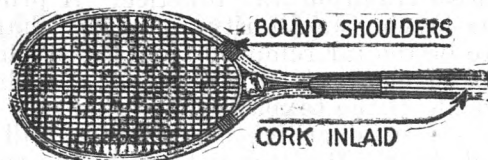
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"I have been a member for three years, the length of time I've taught, and if I had not moved to Florida would have joined again. If I was flushed with money I would join anyway, because I intend some time to come back.

"Since coming here I realize what our teachers' organization has done there. There is none here, as far as I can find out, and wages for country teachers are from fifty dollars to seventy-five a month, and in town from sixty to two hundred a month. That doesn't seem fair to me. I wish the teachers in Alberta would play fair with themselves and join 100% strong.

"This State, of course, is newly developing, and may form a union some day.

"Wishing you every success, I am,
yours sincerely,
Teacher."

"The Editor,
"A.T.A. Magazine,
"Edmonton, Alta.

"Dear Sir:

"I have just received my copy of your March number, and am delighted with your Teachers' Helps. These, in my opinion, fill a long felt need, especially to the rural teacher. Having been one myself for six years, I know their troubles pretty well.

"I tried out every suggestion in your February number and found them all suitable."

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anything in any other discussions recording any serious observation of this miniature elevation. But it is worth watching lest it develop an ability to cast a larger shadow. A great deal of desire to improve the rural teacher has been expressed. Supervision and salary schedules may be the most important tools in shaping this improvement. But no teacher can improve or maintain a high standard of efficiency without proper equipment. Yet under the new act the local board is responsible for providing equipment—requisitioned, I presume, by the teacher, with whom it does not come in contact. Rural teachers experience enough difficulty getting equipment from boards with whom they have dealings. How much more difficulty would they experience in getting equipment from a board more remote from them?

Not only should the General Board fix the teachers' salaries, and the mill rate, but they should also be responsible for school equipment. The boy and girl in the rural school should have as much right to the latest wall maps, primary equipment, and play ground equipment, as the town or city boy. What does the average rural school trustee understand about these pieces of equipment? They don't even know the cost. Wealthier districts would share in the cost if the buying of this equipment were under the control of a Central Board; their purchasing power would be greater; they could buy to better advantage, and thereby provide a saving to the ratepayer.

W. E. MURRAY,

Hay Lake S. D. No. 1762.

THE SCHOOL BILL—GET TOGETHER

The Editor, *U.F.A.*

Dear Sir—In the April 1st issue of the *U.F.A.*, Premier Brownlee is reported as expressing the hope that a meeting place between the position of those who desire to have things remain as at present, and the provisions of the School Bill, may be found.

That sounds like an invitation to compromise—to get together without bitterness and see how much each side will yield in order to get the best possible deal for our children. The "Down-with-the-Bill" and the "On-with-the-Bills" may shout themselves hoarse and get us nowhere; but if they will, so to speak, put their feet under a table and see what possibilities lie between their extreme positions, they will likely find something they can agree upon.

It is largely a question of division of powers or functions. At present the Local District has the duties of financing its school operation, of attending to fuel, repairs, new equipment, etc., and of employing a teacher. The Department provides the trained teacher; prescribes the nature of buildings, grounds, equipment, text-books, reports, and meetings; sets the curriculum; conducts the examinations from Grade VIII upwards; appoints and directs Inspectors; and does numerous other desirable things.

Well, it now appears that our educational system is not all it should be. So the Department comes to its partner—the Local Board—and says: "You had better give up two of your three functions to a new authority."

"Well, what about you?" says the Local Board, "what are you going to contribute to this new authority?"

"Not a thing," says the Department; "I'm doing my part of the job quite efficiently, thank you."

No matter what the merits of the case may be, the Local Boards are going to resent such a one-sided proposition, with its implication of one-sided inefficiency. And all argument to the contrary will not alter this fact: that to remove important powers from the local district control is an undemocratic action, unless you can compensate by bringing other important powers nearer to them.

That should be the avenue of compromise. When "Down-with-the-Bill" and "On-with-the-Bill" have got their feet under the table, let them be prepared—

(1) To reach an agreement as to the best size for the new division. (It is unthinkable that so important a matter should hinge on the desirability of employing a superintendent's stenographer!).

(2) Each to surrender such powers to the Divisional Board as may be safely intrusted to it.

If the one party is to surrender financial control, let the other party surrender, say, the appointment of the supervisory officers. If the one party is to give up teacher-employment, let the other party give up its rule in every detail over the curriculum. If the one party is to give up fuelling, repair and maintenance, let the other party surrender dictation of examination policies.

Then let them sit back and take a look at the resultant body. From a division of (e.g.) forty school districts, a board of five is elected, which proceeds to employ an expert superintendent. The six appoint the necessary teachers for the different types of room^z and work out a policy that will get the best teacher-service per dollar expended. They adopt a standard curriculum with such additions, omissions and changes as the needs of that community require. They measure the schools' efficiency by examination by systematic check on quality of work done through the year, or by what means they consider humane. They re-fuel the schools by contract, and buy equipment at wholesale prices.

Is that giving the Divisional Board too much responsibility? Then trim it a little, or give the Department regulatory powers through the grants. Can the Divisional Boards take more duties efficiently? Then unload the Department a little more.

I suggest to the "Down-with-the-Bills" that along this avenue of compromise they will find ample compensations for the loss of immediate financial freedom and teacher-domination. They will gain a real voice in deciding the nature and content of their children's education. They will gain the benefits of larger co-operation in buying good education. They will ultimately gain a voice in determining what calibre of men and women shall be intrusted with the training of their children. (At present they can only hire and fire one at a time in an indiscriminate, hit-or-miss fashion).

I suggest to the "On-with-the-Bills" that along this avenue of compromise they can get all that makes the School Bill worthy of support—co-operative finance, intelligent allocation and remuneration of teachers, and thorough supervision.

Yours, etc., A. J. H. POWELL.

MEDICINE HAT NEWS ITEMS

Miss O. J. Fulton, who resigned from the Medicine Hat High School staff last June to take a course in library work at the Pratt Institute, New York, has been awarded the annual scholarship by the Alumni of that institute. This gives a year's tuition free. Miss Fulton's success reflects credit not only on her special ability but on the country to which she belongs.

* * * *

Miss Geraldine Blossom, who last year taught at Winnifred, has been appointed to the staff of Connaught School, Medicine Hat; and Miss Helene Sekjar, lately at Bowell, to the staff of Elizabeth Street School.

* * * *

Mr. Robert Bullen, Supervisor of Music, with the assistance of the principals and teachers of Medicine Hat schools, staged during Easter week three successful performances in the Empress Theatre, in which more than 1,500 school children participated. The special feature of each performance was an operetta, "John Bull and His Trades," in which some remarkable talent was displayed.

* * * *

By paying admission to see scenes from "The Merchant of Venice," nine hundred people in Medicine Hat gave proof of the fact that Shakespeare still attracts the theatre-going public. The scenes were enacted at the High School, all parts—including Shylock's—being taken by girls. The play was directed by Miss Jessie Kee, B.A.

* * * *

The Medicine Hat High School has accepted the offer of the local Canadian Legion to defray half the expense of purchasing 500 copies of "The Truth About the War" for the use of the senior students in the city schools.

* * * *

On January 22nd a daughter was born to Mr. and Mrs. D. M. Sullivan. She has been described as "a new 1929 model."

* * * *

Mr. Chris Riley, recently of Medicine Hat High School staff, and formerly a member of the A.T.A. executive, after taking post-graduate work in geology at the University of B. C., has received his M.A. degree.

* * * *

Mr. Campbell Hargrave, B.A. (Alta.), is registered in English at the graduate school of Leland—Stanford University.

* * * *

Mr. Carr, Inspector of Schools, was assisted this year in examining the city schools by Mr. McLean of Trochu and Mr. Liggett of Olds.

* * * *

In this inspectorate at present more rural schools are operating as yearly schools than in any previous period.

* * * *

Miss M. J. Goudie found the two months' cruise round the Mediterranean last summer most interesting and educative. The places visited were: The Madeira Islands, Tangier, Gibraltar, Algeceias, Grenada and the Alhambra Palace, Malaga, Naples, Pompeii, Amalfi, Sorrento, Capri, Algiers, Athens, the Dardanelles and Constantinople, Beyrout, Baalbec, Damascus, Capernaum, Tiberias, and other places on the Sea of Galilee, Cana of Galilee, Nazareth, Nablus, Jerusalem, Bethlehem,

Jericho, the Jordan, the Dead Sea, Jaffa, Alexandria, Cairo, the Pyramids and Sphinx, Naples (second call), Rome, Florence, Milan, Lucerne, Paris, Le Havre.

* * * *

Mr. Percy Riches, Superintendent of Education for Yukon Territory, and now stationed at Dawson City, writes interestingly of his experiences. The plan for opening up navigation in Lake Lebarge is unique. He says in part, "Trucks haul hundreds of tons of lampblack out on the ice and dump it in two long parallel lines, each resembling a road. This and the action of the sun on the lampblack causes the ice underneath to thaw. The strip of ice between the two lines of lampblack floats out, and the steamers ply up and down through this open water surrounded on both sides by ice." The above is authentic.

Another story, which Mr. Riches does not vouch for, concerns a well-known character on the lower river who was scalped by a blow from a bear and escaped with his life. He killed a rabbit and grafted the skin on his head. Now he has tawny hair in summer and white in winter!

Other extracts from Mr. Riches' letters to his friends in Medicine Hat are as follows:

"We use the Alberta Course of Studies in the public schools, and the Ontario Course in high school. Conditions are unusual. The children are all whites except for a few half-breeds and a Jap or two. The Indians have their own schools, and there are no Eskimo this far south."

* * * *

"On December 21st, the shortest day in the year, three of us climbed to the top of the Midnight Dome. This is the highest of the hills around Dawson—1,850 feet above the town. From this point we saw the sun rise and set. It was pitch-black at 8:30 a.m. when we started. The first rosiness of dawn showed in the sky at 9:15. Then there was a long interval before the first rim of the sun appeared at 10:25. It began to sink at 12:10 and had completely disappeared at 2 p.m. It was above the horizon for 3 hours and 35 minutes exactly. Incidentally the temperature was 5 degrees below."

* * * *

"In the summer the daylight lasts most of the 24 hours. This causes a great growth of vegetation. It is said, and I believe it, that radishes have been eaten eleven days after planting. Vegetables grow quickly and are large—larger than I have ever seen before. Lettuce, cabbage, and celery have a better taste than any we have ever had. All vegetables grow well here except corn and tomatoes. The latter do excellently under glass, and sometimes ripen in the open. Wheat can be ripened, and that grown locally is ground into whole wheat flour."

* * * *

The letterheads from Dawson are not the least interesting part of the news from the northland:

"SOUR DOUGH HOTEL,

"1333, Icicle Avenue,

"Best house north of Mexico. First-class in every particular."

"Rates: One ounce per day.

"Crap, Chuck Luck, Stud Poker, and Black Jack games run by the management.

"Private entrance for ladies by ladder in the rear.

"Special rates for ministers and the gambling 'perfesh.'

"Every known fluid—water excepted—for sale at the bar.

"Dogs bought and sold. Insect powder for sale at the bar.

"Indians and Niggers charged double.

"Not responsible for diamonds, bicycles or other valuables kept under the pillows; they should be deposited in the safe.

"If you are fond of athletics and like good jumping, lift the mattress and see the bed spring."

* * * *

"House rules:

"Towels changed weekly.

"Dogs not allowed in the bunks.

"Candles and hot water charged extra.

"Board \$2.00 per square foot. Meals extra.

"Spiked boots must be removed at night.

"Guests are requested not to speak to the Dumb Waiter.

"Anyone troubled with nightmare will find a halter on the bed-post.

"If the room gets too warm, open the window and see the fire escape.

"Base-ballists desiring a little practice will find a pitcher on the stand.

"Don't worry about paying your bill; the house is supported by its foundations.

"The hotel is convenient to all cemeteries. Hearses for hire at 25 cents a second.

"Guests wishing to do a little driving will find hammer and nails in the closet.

"Guests wishing to get up without being called can have self-rising flour for supper.

"If the lamp goes out, take a feather out of the pillow; that's light enough for any room."

SALARIES OF INSPECTORS RAISED

Increase in the annual salary of school inspectors from a spread of \$2,400 to \$3,000 to from \$2,700 to \$3,300 together with the appointment of two new inspectors, one to devote his time exclusively to Edmonton and one to Calgary, was announced by Hon. Perren Baker, Minister of Education.

In making the announcement the Minister said that for the last several years the corresponding salaries in British Columbia were higher than those prevailing here and increases recently had been given in both Manitoba and Saskatchewan.

Thus the question of obtaining competent school inspectors was becoming decidedly acute by reason not only of the high salaries elsewhere, but also on account of the increases recently given to school teachers. This had directly led to the decision of the Government to increase the salaries of inspectors.

The salaries for city inspectors will range from \$3,000 a year to \$3,600. The salaries of normal school assistants will be raised from \$2,700 to \$3,000 a year to from \$3,000 to \$3,600.

There are at present 25 public school and two high school inspectors in the province which with the two to be appointed will bring the total to 29.

Asked regarding the new appointments, the Minister said final selection had not yet been made, but the decision would be reached and the appointments made in plenty of time for the autumn term.—*The Calgary Albertan*.

Manitoba Minister Boosts Organization and Co-operates

"A few days ago I had the privilege of welcoming you to the annual conference of the Manitoba Educational Association. This afternoon I have an opportunity of meeting you again, meeting you as members of the Manitoba Teachers' Federation, a body in no sense less important than the other body, a body that is attempting to accomplish a task equally commendable, equally praiseworthy. May I express the hope that some day this second visit will be unnecessary; that every member of the Manitoba Educational Association will be a member of the Federation and that we will all be working unitedly for the advancement of the teaching profession, the most important profession in the nation."

"It is a great privilege to come here and meet you and to thank you publicly and officially for the co-operation extended to the Department during the past year. Apart from the matter of the Board of Reference and some other minor matters in the consideration and disposal of which we had the advice and co-operation of your executive, apart from the task to which we turned our attention during the past year was the task involved in the re-drafting and revision of the Public Schools Act, a revision and re-drafting which was long over-due. In this work we had the advice and co-operation of your executive, and our legal expert in charge of the actual re-drafting had the advice and co-operation of your legal adviser, that is, the legal adviser of the organization."—*Manitoba Teacher*.

Signs point to the boys of our Hanna public and high schools being better organized in sports activities this season than has been the case for many years. The youngsters are taking more of an interest in sports this year, we believe, chiefly because their teachers, as well as local organizations and individuals, are taking more of an interest in them.—*Hanna Herald*.

No doubt there are a number of veteran teachers in the province who "wasted" the best years of their lives teaching school in the days when the teacher and the preacher were the poorest paid individuals in the community; and who are now paying for their public spirit. For these some special provision ought to be made at the public expense.—*Edmonton Bulletin*.

FIRST TRANS-ATLANTIC FLIGHT

On June 14th, The Imperial Order Daughters of the Empire through their chapters throughout Canada will celebrate the successful completion of the first Trans-Atlantic Flight.

The first trans-Atlantic flight was successfully accomplished by two British aviators, Captain John Alcock, D.C.S., pilot, and Lieutenant Arthur Whitten Brown, navigator.

Captain Alcock and Lieutenant Brown left St. John's, Newfoundland, at 5:13 p.m. Saturday, June 14th, 1919, and landed near Clifden, Galway, Ireland, at 9:40 the next morning—a flight of 1,880 miles, taking only fifteen hours fifty-seven minutes—a truly marvellous flight, which won for the victors a prize for 10,000 pounds sterling.

Both Captain Alcock and Lieutenant Brown were knighted by His Majesty the King in 1919. Sir John Alcock crashed during a flight about a year later and was killed.

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



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BLAIRMORE SCHOOL BOARD

LUCKNOW S.D. No. 1946

ANT HILL S.D. No. 2663

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JOHN W. BARNETT,
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Editorial

EXAMINATIONS—CAN WE GET DOWN TO FACTS?

EXAMINATIONS, as noted recently in these pages, appear to be losing some of the odor of sanctity which hitherto has warded off the irreverent. We may anticipate that presently, in various parts of the world, the experts will be initiating a thorough research into the whole question of public examinations and their bearing upon the young and upon educational efficiency. In the far West we have theorised extensively already on the merits of the Departmental Examinations System (D.E.S.), and perhaps we may with profit consider upon what lines expert research may be done usefully, so as to be intelligent observers, if not active participants in the work to be done.

The D.E.S. is an ancient institution which has established itself so firmly in educational practice that, in Alberta at least, it colors, dominates and even motivates all classroom work above the seventh grade. We know pretty well the grounds upon which it is defended; therefore, to test its soundness, all research may well be well directed to honest criticism of the defence.

* * * *

WHAT claims are made in defence of the D.E.S.? They are necessary as:

(1) A mode of selection by which the right type of student shall be admitted to the University, Normal, hospital training, business openings, etc.

(2) A mode of selection by which only those able to profit shall be admitted to the opportunities of the expensive secondary schools.

(3) A basis for award of diplomas or "papers of standing" which the pupil may use as an aid to obtaining a start in life.

(4) An incentive to teachers and pupils to work throughout the year towards a definite objective.

Are These Claims Valid?

(a) What percentage of the H.S. enrolment actually pass through the first mentioned selective process? What percentage fail, who with a little better "break" might have passed? These two groups are legitimate subjects for D.E.; but is the number sufficiently large to warrant the existence of so vast a sifter?

(b) Does the D.E.S. promote the pupil who should be promoted? What is the average Coefficient of Correlation between the Examination results and the teacher's mature opinion of the pupil's ability and industry? If the C. of C. be high, the D.E.S. is good; if it be low, the D.E.S. is certainly bad, since the teacher's judgment from ten months' observation must be a more reliable yardstick than a few three-hour tests.

(c) What percentage of pupils (enrolled over a given period) have found their career modified by the possession of a Grade VIII, IX or X diploma or standing? Our suspicion is that this percentage, if ascertained, would be proven very low.

(d) Does the D.E.S. act as a spur to industrious application throughout the year upon all, upon half, or upon just a few of the average H.S. class?

(e) Does the D.E.S. increase the will-to-achieve of the average teacher? Does it react advantageously or otherwise on the pedagogical excellence of the work, and upon the influence of the teachers' personality?

* * * *

THESE are the main points, we prophesy, at which the traditional defences of the D.E.S. will be attacked presently by educational experts in the effort to find out whether Dagon is in very deed a god, or merely a miscreated idol of man's making. It may be that when they are through with him, "only the stump of Dagon" will be "left to him." But we must not anticipate the verdict!

* * * *

THERE are other aspects of this matter that merit consideration. Has this obsessing motive of High School life—viz. the passing of an annual series of tests—any parallel in adult life? Is the pupil the possessor of usable skill when he has become an efficient writer of Departmental papers? The question is pertinent, because so much thought and tuition are devoted to making him a successful writer (or anticipator!) of papers.

Again, is it well to give the rewards to the pupils who can deliver the goods at a three-hour rest, regardless of the amount of cooperation and application he may or may not have shown throughout the year? Which has the greatest moral and economic value: the habit of steady industry, the single-track genius that often can not pass examinations at all, or the trick of brilliant opportunism?

* * * *

ARE there not subjects upon which the influence of the D.E.S. is positively stultifying? Literature is an essential part of education for leisure. It calls for ready reflection, pleasant discursion, the losing of one's environment for a while in the thoughts and scenes of the book. It surely is fair to say, however, that the exigencies of the situation compel us to cover our literature courses in motions similar to those of a time-pressed man catching a train. The pity of it!

Are there not subjects which vex the pupil with unnatural conditions during examinations? On what ground can we justify the memorization of endless formulae in, e.g., Analytical Geometry? Does the practical engineer have to rely on memory for such things? Why impose conditions sterner than those of professional life itself?

It is much to be desired that we, whose lives and usefulness are so profoundly affected by the Departmental Examination System, should exert ourselves to determine, in part and in whole, the merits upon which that system is based.

* * * *

THE NEW CURRICULUM COMMITTEE

THE Minister's proposal to effect some minor changes in the present academic curriculum is perhaps a worthy one within its own limitations. Our A.T.A.

General Meeting, however, went unanimously on record as advocating a general overhauling of the whole secondary system of education with a view to making it more practical in its aim and more suitable to the diversified requirements of the whole student body. The fact is, the quality and quantity of the fruit borne by the tree of secondary education leaves much to be desired. Necessary improvement cannot be attained by pruning alone; we need to graft some new and vigorous scions onto our present tree if we hope to have a more marketable yield of fruit. This, however, does not seem to be the Minister's aim in appointing the new curriculum committee and we must not remain content until a solution of the whole question has been reached.

For the information of our members we list below the names of the members of the New Curriculum Committee:

	Representing
G. F. McNally, B.A., Supervisor of Schools	Department of Education
J. A. Smith, B.A., Inspector of High Schools	Department of Education
E. D. Fuller, B.A., Inspector of High Schools	Department of Education
President Wallace	University of Alberta
A. J. Watson, B.A., Lethbridge Superintendent of Schools	
Munroe MacLeod, B.A., Canmore	
C. O. Hicks, M.A., Edmonton	Alberta Teachers' Alliance

* * * *

SCHOOL BILL—GET TOGETHER

IN a recent issue of *The U.F.A.* a letter appeared over the signature of our President, A. J. H. Powell suggesting certain avenues of compromise between those who would preserve the *status quo* and those who desire educational reform—The "Down-with-the-Bill" and the "On-with-the-Bills" respectively. The letter suggests that the third party involved in the system, the Department of Education, must be prepared to "give and take" also:

"Well, it now appears that our educational system is not all it should be. So the Department comes to its partner—the local board—and says: 'You had better give up two of your three functions to a new authority.'

"Well, what about you?" says the local board. "What are you going to contribute to this new authority?"

"Not a thing," says the Department; "I'm doing my part of the job quite efficiently, thank you."

No matter what the merits of the case may be, the local boards are going to resent such a one-sided proposition, with its implication of one-sided efficiency. And all the argument to the contrary will not alter this fact."

Mr. Powell argues: "If one party is to surrender financial control, let the other party surrender, say, the appointment of the supervisory officer. If the one party is to give up teacher-employment, let the other party give up its rule in every detail over the curriculum."

He suggests that all parties get their feet under the same table and reach an agreement:

(1) As to the best size for the new division.

(2) As to the surrender of such powers to the Divisional Board as may be safely entrusted to it.

It is implied also that the Department might with profit to the system surrender in some degree dictation of examination policies.

* * * *

IT is hardly open to doubt that some compromise along the lines suggested will have to be arrived at ere any fundamental changes are acceptable. If the Department is alarmed at the idea of giving *carte blanche* authority

to divisional boards respecting such important functions mentioned above, the Department could still hold the "whip-hand" over refractory or indiscrete divisions—irresponsible, maybe—through regulations and grants. If such a compromise can be arrived at, it appears to the writer of the letter that the "Down-with-the-Bill" party would find ample compensation for the loss of immediate financial control and teacher domination; they would gain a real voice in deciding the nature and content of their children's education and the benefits of larger co-operation in buying good education; also, they would gain a voice in determining what calibre of men and women shall be entrusted with the training of their children. The "On-with-the-Bills" devotees could thus get all that makes the School Bill worthy of support—co-operative finance, intelligent allocation and remuneration of teachers, and thorough supervision.

* * * *

THE letter does not suggest how such a compromise ^{could} be effected. It has always been our contention that legislation involving education should be kept free more than any other department of public service from the exigencies of party political strife or being made the arena for gladiatorial combats between doughty warriors displaying their prowess before Caesar, the general public. We believe that the leaders of every party represented in the Legislature would be found willing to show an example of real conciliatory spirit for the sake of the boys and girls of Alberta, once the Government extends the right hand of welcome and greeting to both friends and enemies to "come right in" and make their contribution in evolving a system which all parties could support. As suggested by our last Annual General Meeting, it would go a very long way to solving the "foremost problem" for some time to come if a commission were appointed to deal with the question "root and branch," a commission on which were represented: the Government, Liberal and Conservative parties; Alberta Trustees' Association and the Alliance.

A CORRECTION

The report of the fraternal greetings as conveyed by the A.T.A. delegate to the School Trustees' convention held in Lethbridge is published in their booklet recently off the press and, unfortunately, in several places is lacking in verbatim accuracy.

The reporter has been interviewed and has stated that owing to the reporter's location in the choir loft behind the speaker it was impossible to furnish an accurate verbatim report but that it was expected the report would have been submitted to the speaker for correction before publication. This, however, was not done and many errors in words, sentences and meanings to be conveyed have resulted. For instance, the speaker stated that "a live organization is something with a sting to it"; the reports reads: "an organization is something you can sing to." Again the speaker stated: "In the public schools of Alberta 80 per cent of the teachers employed are your own sons and daughters. Your trustees learned how to co-operate with them before they left home. My plea is that you should continue to co-operate with

them." The report reads "Why not control them? You controlled them before they left home; keep on controlling them."

The obvious lesson to all A.T.A. delegates to conventions is that they should hand a typewritten manuscript embodying their remarks to the executive of the convention and require that this manuscript only be used if a report is desired.

LETHBRIDGE SCHOOL BOARD ABOLISHES CADET TRAINING

Abolition of cadet training in the high and public schools of Lethbridge was decided on at an important meeting of the School Board held recently. Dr. Lovering, A. G. Virtue and C. E. Cameron favored abolition and J. H. Westbrook took an opposite stand. The chairman, Miss S. Bawden, did not record her vote. Superintendent A. J. Watson advocated retention of the work.

Those forming the majority took the view that even though 60 per cent of the training is along physical lines, the remaining 40 per cent is militaristic in character and opposed to the modern tendency to abandon war. Trustee Virtue held that the cadets were practically a part of the military department. Trustee Westbrook, opposing Dr. Lovering's motion, held that the discipline of cadet training is highly desirable.

The question of high school teachers' salaries was brought up and Superintendent Watson was given a \$200 increase effective from September 1, from \$3,800 to \$4,000 per annum. The minimum for assistants in high schools was raised to \$1,900 with \$3,100 maximum for teachers with degrees and \$1,500 to \$2,500 for teachers without degrees. These schedules are to take effect January 1, 1930.

—The Calgary Albertan.

* * * *

When the Lethbridge Board of School Trustees by a majority of one overpowered the opinion of the superintendent and voted to disband their school cadets they started a controversy which has become province-wide. Immediately we found the press and public of all Alberta discussing the merits or otherwise, according to the divergent views, of cadet training. And out of the conflict of opinions it is hard to determine which is the popular attitude toward this form of moral training which undoubtedly has many arguments in its favor. Certain labor and farmers' organizations have applauded the Lethbridge School Trustees and the publications which appear periodically under their auspices, taking the lead given them, have echoed the applause. The unattached press, for the most part, seems to have arrived at the conclusion that the trustees were distinctly unwise. The Alberta Command of the Canadian Legion of the British Empire Service League, composed of ex-ailors and ex-soldiers, in convention at Camrose, has recorded itself unanimously, so say the press reports, as in favor of cadet training in public schools.

What conclusion is a truth-seeking public to reach? The difficulty is principally this. Labor organizations have recorded themselves unanimously as against cadet training. Farmers' associations have condemned it without a voice being raised in protest. Where the daily and weekly press have touched the subject of cadet training at all it has, for the most part, been in

its defence and to disapprove the Lethbridge trustees action. *The Lethbridge Herald*, published at the scene of these events, has been most caustic in its dissent. Yet the Canadian Legion, many of whose members—perhaps the majority—belong to the organizations which unanimously disapproved of cadet training, with equal unanimity approved of it. The search for the Golden Fleece must often have been simple as compared with the search for truth.—*Calgary Albertan*.

IN OUR UKRAINIAN SCHOOLS

LIKE a great many other teachers I have been requested to write an article for our magazine, but unlike them, I respond to the request, chiefly because I believe that rural school teachers' interests are not sufficiently prominent in the publication.

It is my intention to dwell upon some conclusions at which I have arrived during my four years' experience in teaching non-English children, particularly the Ukrainians.

That these Ukrainians are very interesting children, I discovered early, and, considering their language handicap, learn remarkably fast—interesting because of their originality. How fascinating it is for the teacher, when each September he gets a group of sober little beings unable even to speak the teacher's name in English; then, beginning with objects and pictures, and watching their understanding and vocabulary increase from day to day to hear their first attempts to speak English words. How quickly those little heads get filled with ideas! How those eyes sparkle as recognition and comprehension increases! How enthusiastic they soon become, but there is yet a stumbling block—sensitiveness.

Let another pupil laugh when one essays to speak; then snap goes that clam of a mouth and perhaps two or three days of cajoling will be necessary to pry it loose. Sometimes changing the lesson immediately to a game will cause him to forget. In these ungraded schools teachers must impress upon their pupils never to laugh when a child speaks, regardless of how funny it may sound.

With non-English children phonics should not be commenced as early in the term as with English children. There is little use being able to sound and say words which are not understood. Care in being certain that the child understands each phrase and each word cannot be over-estimated. I commonly ask, "How do you say this in Ukrainian?" Then I ask an older child to find whether or not he has it correctly. However, with many words, a question or two will suffice to show that the meaning is grasped. Take nothing for granted not even with the simplest of words. If the teacher insists on English being spoken at all times, his greatest surprise will be the rapidity with which the beginners acquire the language.

Composition is difficult for many children of Ukrainian extraction, but by beginning at the very foundation and building up slowly and carefully, many of them, even in lower grades, become adept. My experience has shewn that the authorized composition books are not suitable; in fact, I rarely use them.

Submitted herewith are two original composi-

tions, (uncorrected), written following a geography lesson, one by a girl of ten years, the other by a boy of eleven, from among those "sober little beginners" in February, 1926. These attempts may not seem very wonderful to many readers, but if it be remembered that these children have never been more than five or ten miles from their home, the wealth of originality and imagery may be better understood.

In conclusion may I invite other teachers in foreign districts, to express some opinions, as the writer is always on the lookout for new ideas.

TEACHER OF 48 NON-ENGLISH PUPILS.

* * * *

BRAZIL NUT

I am a nut called the Brazil Nut. I shall tell you all about myself. I grew in Brazil a country in South America. I was on a tree over one hundred feet high. I lived with my brothers and sisters in one house. My house was made of a shell similar to one I have on me now. On one tree there are many houses about the size of a ball, and in every house there are twenty nuts just like I am.

One day as I was talking with my sister, a negro came along and picked us and down we went to the ground. Soon we were packed and loaded into a sail boat. We all went down the river called the Amazon. I was so hot that I nearly roasted.

When we got to Para we were unloaded to an ocean ship. We sailed north up the Atlantic Ocean. When we got to Montreal we were unloaded into a long and large train. The big buildings were thousands times larger than we are. We travelled through the lovely country of Canada and saw the large lakes and forests. Soon we got to a large city called Winnipeg.

When we were travelling across the Plains which are called the Great Central Plains, we saw the large elevators and big shops for farm machinery. Soon we got to Edmonton and were unloaded; we were put into boxes and put in the large stores. It was cold and on Christmas day a little girl came along and bought me and my friends for twenty-five cents.

After she took us home her mother called her and said "Betty break some of those nigger-toes." I was much afraid at first but soon got over it. While she was breaking my friends I told her the story and she soon started to pound on me. Thats all I can tell you because I am nearly dead.

KATIE ISKIW,

Grade IV; age 10.

* * * *

COFFEE BEAN

I am a coffee bean from Brazil in South America. I grew on a tree with many friends around me. I lived with my brothers in the same house. I was getting ripe and the other day I could hear someone taking me in his hands and put me in the basket I didn't know what he was going to do with me.

When he came home he packed us in bags or boxes and sent us away. I was near a little crak so I peeped out and could see a big river called Amazon river. Soon the ship stopped and I could see a nice city called Para.

Presently a man took us away to the factory where we had to be skinned. I cried and squealed but it wouldn't help I had to be skinned anyway.

Then a man carried us to the ship and we sailed further until we came to the Atlantic Ocean. We sailed until we came to a canal called the Panama Canal. The canal was very beautiful I thought he was going to leave us here but we sailed further until we came to Pacific Ocean. We were sailing north and it got colder and colder I thought I would freeze I sailed for several days until we came to Vancouver in Canada.

Now I shall tell you a sad part of my history I was put in an oven to roast and I suffered a great deal because it burned me so now I am brown. I heard that we are to be sent to many stores where we shall be ground. I was crying all the way but it wouldn't help.

Many of my brothers have been ground in those terrible coffee mills and I know that is what will happen to me. How would you like to be a coffee bean?

BILLY WASYLYCIA,

Age 11; Grade 4,



EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY M. E. LAZERTE, Ph.D.



ANALYSIS OF PUPIL DIFFICULTIES

IN the *Elementary School Journal* of September, 1928, is an article, "Analysis of Difficulties in Decimals," by L. J. Brueckner, which contains the following note regarding diagnostic testing: "In general, there are three types of diagnostic procedures that are being used to determine the abilities of pupils in arithmetic. The first of these may be called the 'survey' procedure. The teacher who follows this procedure is concerned with such factors as the arithmetic age of the pupil, his relative ability as measured by a general test in arithmetic, and his placement in a grade. The second diagnostic procedure may be called the 'analytical' method. Here the teacher is concerned with the more specific problem of determining the types of examples with which the pupil has difficulty. This may be accomplished by giving the pupil a diagnostic test containing the various types of examples in such a process as the addition of decimals for the purpose of determining the specific types of examples with which the pupil has difficulty. The third diagnostic procedure may be called the 'psychological' method. This procedure is concerned with the question of WHY a pupil fails to work any given example correctly. In using this method, the teacher attempts to discover the particular element in the process that is causing difficulty or to discover whether the errors are due to faulty methods of work. The teacher uses either of two methods in diagnosing the pupil difficulties: (1) an analysis of the pupil's written work, by which it is possible in many cases to discover the reasons for the errors; (2) an individual examination of the pupil in which the pupil is asked to work aloud the examples with which he has difficulty. The first method may be used by the teacher to discover obvious causes of errors in the work of classes or individuals. The second method should be used when pupils are found whose papers reveal peculiar methods of work and unusual types of errors."

Data concerning errors of pupils was obtained by giving to approximately three hundred students of Grades VI, VII and VIII tests relating to (a) the reading, writing and converting of decimals, and (b) the four fundamental operations. There were eighteen items on test (a) and ninety-one on test (b), twelve of the latter relating to addition, seventeen to subtraction, thirty-two to multiplication and thirty to division.

On the written tests the pupils made 8,785

errors, twenty-five per cent of these being difficulties in reading, writing and converting decimals, seven per cent being in addition, five per cent in subtraction, twenty per cent in multiplication and forty-three per cent in division. The detailed list of errors in multiplication follows.

Difficulties in the Multiplication of Decimals

	Frequency
1. Difficulties basic to any multiplication:	
(a) Errors in multiplication	365
(b) Difficulties in carrying	38
(c) Added instead of multiplying	36
(d) Errors in addition	34
(e) Multiplier or multiplicand copied as answer....	17
(f) Inability to multiply by zero	11
2. Difficulties peculiar to decimal situations:	
(a) Placement of decimal point:	
(1) Misplacing of decimal point	631
(2) Omission of decimal point	119
(b) Zero difficulties:	
(1) Failure to prefix zero	87
(2) Prefixing of unnecessary zero	38
(3) Annexing of unnecessary zero	19
(4) Failure to annex zero	10
(c) Inability to express common fractions as decimals:	
(1) Inability to multiply decimals and fractions	62
(2) Answers written in fraction form.....	52
(d) Multiplied whole numbers and added decimals	13
(e) Multiplied whole numbers and decimals separately	2
3. Other difficulties:	
(a) Mathematical:	
(1) Misplacing of zero	10
(2) Miscellaneous	20
(b) Non-mathematical:	
(1) No attempt	168
(2) Unknown	52
(3) Work incomplete	24
(4) Carelessness	6
Total	1,814

Brueckner's articles are typical of a slowly increasing number appearing in current journals. These articles are free from pseudo-philosophical argumentation and from the mathematical jargon of the unmathematical. They present plain facts in simple language. These facts are interesting and useable. The inexperienced teacher would profit much by knowing what errors are typical of given grades when dealing with given topics. The summary given above is much like one we hope to present in these columns after all A. T. A. readers who teach Grade IX algebra next year have given their assistance in one of the investigations to be carried on by the Research Committee.

From the list of errors given in the complete report the following facts are quite evident: (1) These pupils were attempting to multiply decimals when they did not understand the basic notions

of decimals; (2) the work with integers had not been mastered as there were over five hundred errors in simple multiplication paralleling seven hundred and sixty-five errors in decimals; (3) the total number of errors is found to be surprisingly large. If this work had been done orally many more difficulties would have been revealed.

If a teacher wanted to give individual assistance to the pupils who made the errors listed above, the WHY of those errors would have to be known more definitely than indicated in the report. It is interesting to know that there were over one hundred errors of omission of the decimal point, but, it is more useful to know just why the decimal point was omitted in each instance. The WHY of such errors may be determined only by individual questioning.

By C. B. Willis, M.A., D. Paed.

It is proposed by the committee to obtain Canadian standards for tests in various subjects. In order to do this, the co-operation of members of the profession throughout the province is required. One part of the Morrison-McCall spelling test is being put on this year as a beginning. The Committee is asking that all who can do so, put this test on in Grades III to VIII inclusive and turn in the results to the Alliance office. Standards obtained will be published in an early number of the magazine so that all may compare the scores of their own class with the general average. The scores of individual classes and schools will not be published.

The whole 50 words should be dictated to any class which is given the test. If there are several grades in the same room, all may take the test at the same time. The test is made in the form of a scale ranging from very easy to difficult. It is unlikely that any pupil in Grade VIII will get all of the words correct while even Grade II pupils should be able to spell about 10 of the words.

The tabulation should be made to show the number of pupils who had 50 words correct, number who had 49 correct, etc. Each grade must be tabulated separately and the grade stated for each part of the tabulation. It is important that all pupils in each grade take the test and that the scores of all pupils, no matter how low, be reported. Scores should be reported to the Alberta Teachers' Alliance office. It is hoped that a large number will be sufficiently interested to administer this test.

The words are as follows:

- | | |
|-------------|-----------------|
| 1—run. | 23—tired. |
| 2—top. | 24—nearly. |
| 3—red. | 25—desire. |
| 4—book. | 26—arrange. |
| 5—sea. | 27—written. |
| 6—play. | 28—search. |
| 7—lay. | 29—popular. |
| 8—lead. | 30—interest. |
| 9—add. | 31—pleasant. |
| 10—alike. | 32—therefore. |
| 11—mine. | 33—folks. |
| 12—with. | 34—celebration. |
| 13—easy. | 35—minute. |
| 14—shirt. | 36—divide. |
| 15—done. | 37—necessary. |
| 16—body. | 38—height. |
| 17—anyway. | 39—reference. |
| 18—omit. | 40—career. |
| 19—fifth. | 41—character. |
| 20—reason. | 42—separate. |
| 21—perfect. | 43—committee. |
| 22—friend. | 44—annual. |

- 45—principle.
46—immense.
47—judgment.

- 48—acquaintance.
49—discipline.
50—lieutenant.

The words may be used in sentences or explained. In case of two different spellings allowed by a standard dictionary count either correct. Do not accept "tops" for "top," "see" for "sea," etc.

DRUMHELLER

On Saturday, May 11th, at 2 o'clock, the Drumheller Local Teachers' Alliance met in the White House Hotel, Drumheller. The members, numbering nineteen, partook of an enjoyable luncheon, after which the business meeting was held.

The following members answered the roll call, nearly all responding by telling an amusing story: Mrs. Jakey, Mrs. Simpson, the Misses King, E. F. Coleman, M. Ontkes, C. Ingraham, E. Strang, I. Walker, M. Gibson, Elie and Ena Brown, V. Rosaine, J. McPeigh, M. O'Neil, E. Jeffrys; Mr. and Mrs. S. Parkinson, Mr. King, and Gay Wootten.

The President, Mrs. Jakey, urged the members to bring in special topics to be discussed from time to time.

A discussion of the New School Bill followed, Miss Jeffreys speaking on the "weaknesses of the present system," Mr. H. Parkinson on some of the "advantageous phases of the New Bill," while Miss O'Neil ably discussed the "weaknesses of the Bill."

A general discussion on the subject followed. All agreed that this meeting was "the best yet."

"THE STORY OF BOOKS"

THE teacher who instils in his or her pupils a love of books has perhaps done them as great a favor as one human being can do to another. Furthermore, he has made no mean contribution to the destiny of Canada. It is the mental calibre of the boys and girls of today that will make or mar our national future, and no factor is more potent in building up an developing constructive mental qualities than a devotion to good literature.

"The Story of Books" is a little volume issued by the Royal Bank of Canada. Brightened with artistic and attractive silhouettes, it is calculated to appeal to teacher and scholar alike. As its name implies, it describes the history of the written word from earliest times, and, though not unduly discursive, covers its subject thoroughly. Starting with Sir Harry Lauder's humorous definition of his favorite volume, it proceeds to a serious consideration of the origin, uses, and making of books; tells of the symbols used by prehistoric man, and the discovery of papyrus and of paper; shows how books and culture were nearly lost in the Dark Ages that succeeded the fall of the Roman Empire; and leads on to the discovery of modern printing by Gutenberg, tracing its progress thence to the present day.

A section of the booklet deals with the proper care of books, telling the reader what to do and what not to do if he wishes his library to be clean, presentable and long-lived.

Any teacher who cares to write to C. E. Bourne, Head Office, the Royal Bank of Canada, Montreal, will be supplied with a free copy of "The Story of Books."

World Federation of Educational Associations

Organized 1922

Third Biennial Session, July 25 to August 4, 1929
Geneva, Switzerland

Augusta, Maine, U.S.A.

THE Officers and Directors of the World Federation extend good wishes to all nations and a cordial invitation to educational organizations to send delegates, to Ministers of Education in all countries to be present or to be represented, and to educators generally to attend the coming biennial meeting of the Federation, July 25 to August 4, 1929, at Geneva, Switzerland.

The Federation seeks to promote international understanding and to bring the peoples of the earth together on the common ground of education in a greater bond of fellowship to the end that goodwill, friendship and justice may prevail.

MEETINGS

1923—San Francisco, U.S.A.
1925—Edinburgh, Scotland.
1927—Toronto, Canada.
1929—Geneva, Switzerland.

GENEVA, SWITZERLAND, 1929

The Federation is pleased to accept the invitation of the International Bureau of Education at Geneva to meet in that city in 1929. There is no place more attractive for such a meeting. We believe the interest shown in the invitation which has been seconded by so many of the European countries will assure a large attendance.

Switzerland is a synonym of scenic beauty. Its charms are too well known to need eulogy here. Geneva, a city of superb setting on the margin of beautiful Lake Geneva and within sight of Mont Blanc, has a population of 136,000 intelligent, thrifty people. During a portion of the year it partakes of the aspects of an international community. It is the seat of the Society of Nations and is an educational centre of importance.

PROGRAMME

The general programmes which will be open to all will contain the names of many world distinguished men and women who will bring messages from their several countries. A few programmes will be left open to be made up at the time of the meeting so that representatives of different countries may have opportunity to present messages. There will also be reports of the several committees and commissions which have been appointed at previous meetings and whose reports will be formulated for the Geneva Conference. In addition to these, there will be group meetings on special educational topics of general interest and department meetings which will be open to all interested persons.

EACH IN HIS OWN TONGUE

Persons who have messages will not be seriously handicapped on account of language. Each person may speak in his own tongue if he so desires. Plans will be made for interpreters. No person should hesitate on account of the language barrier to present his message.

SOCIAL SIDE

One of the interesting features of these meetings is the opportunity for acquaintanceship. Delegates meet

not only in the conference room where educational topics are discussed, but at various receptions, in hotels, on excursions, and become acquainted with each other. This is one of the finest results of these meetings. Many lasting friendships have been formed in previous sessions.

IMPRESSIONS FROM PREVIOUS CONFERENCES

1. The cosmopolitan nature of the assembly.
2. The unlimited opportunities for friendliness and goodwill.
3. The facility with which delegates from all over the world communicate is remarkable, for today almost every educated individual has mastered some auxiliary language and nearly always two persons, though widely separated in country, find a common tongue.
4. The fine spirit which prevails and the unusual friendliness of delegates. If the leaders of the young are friends, it will have much to do with future generations.
5. The eagerness and enthusiasm with which the various representatives enter into the spirit of the meetings.
6. The whole-hearted welcome and cordial treatment of the hosts wherever the Federation has met.
7. The inestimable possibilities for better understanding among the peoples of the world through the medium of education. It is now generally conceded that education is, after all, the best means to international understanding.

WORLD GOODWILL DAY

At the San Francisco Conference in 1923, World Goodwill Day was adopted. The Convention accepted May 18th, the Anniversary of the founding of the Hague Tribunal. Since then, many countries have celebrated the occasion and made the day an opportunity for the development of the spirit of goodwill and friendship. On that day, programmes are provided which give the children a better understanding and appreciation of the children in other lands. They are taught that children everywhere have their joys and sorrows, their games and plays, their work, their home and school life and modes of worship peculiar to themselves, thus developing a comradeship which may be the foundation in years to come for the peace and harmony of the world.

BILLETING

Geneva has an abundance of hotels, pensions and cafes to accommodate a large number of visitors. Rates will be reasonable and the local committee will take pride in the comfort of visitors.

The local committee is headed by Dr. Pierre Bovet and Miss Marie Butts of the International Bureau of Education, and Mr. E. J. Sainsbury, European Representative of the Federation.

FRIENDSHIP

One of the aims of the Federation is to relieve, through education and intellectual understanding, the old tendency towards national mistrust, racial animosities and religious intolerance. The development of an international conscience and morality is a prime problem of all nations. Broadmindedness, co-operation and service are constant aims of Federated Education. The Federation seeks to bring about that habit of regarding foreign relations and business of all nations and that mode of dealing which regards the several nations as free and co-operating equals in aiding human progress, in developing industry and commerce, in spreading enlightenment and culture and the spirit of fairness, friendliness and faith in each other throughout the world.

EDUCATIONAL NOTES AND WORLD FEDERATION NEWS

(By Charles H. Williams, Secretary, W.F.E.A.)

PRESIDENT UEL W. LAMKIN, of the National Education Association of the United States, recently said in an address before the Missouri Teachers' Association that war would be renounced only when people came to "understand the ideals, the aspirations, and the hopes of other countries," through the education of youth.

A group of eighteen Argentine educators arrived in the United States January 15 to tour the country in the interests of mutual understanding and cultural co-operation between the two nations.

A Chair of Italian Culture has been installed at the University of California and is endowed by Italians in that state.

New Mexico has received \$200,000 from John D. Rockefeller, Jr., for the establishment of an anthropological laboratory at Santa Fe, with \$70,000 additional toward maintaining it for the next five years.

An honor system which has been in effect at the University of Texas since its establishment in 1883 has been discarded by request of the student body.

The twenty-fifth annual report of the Workers' Educational Association of England shows that 35,730 adult students attended its classes during the year 1927-28, not counting single lectures, study circles, and summer schools.

Mr. W. W. McKechnie has been appointed secretary of the Scottish Education Department to succeed Sir George MacDonald, who has resigned.

The National Union of Teachers of England, in an early count of its membership for 1928, reports 128,041 teachers on its roll.

A steel robot which was to endeavor to teach biology was one of the features at the School-boys' Exhibition which closed January 5, in London.

Insurance for all school children in Italy is now required and is taken through a National Insurance Institute conducted by the government.

The Austro-American Institute, Vienna, announces courses in language, education, psychology, the teaching of art and music, as well as lectures in subjects of general interest, for its third summer school to be held July 17 to August 13.

The Teachers' Exchange System, under which 149 British teachers have gone on exchange during the present year to various parts of the empire, was originated by three Manitoba, Canada, teachers during the winter of 1912-13, according to the Manitoba Teachers' Magazine.

Mr. James A. Jacobs, president of the New South Wales Teachers' Federation, died November 26.

The first Educational Conference of the newly constituted Federated State School Teachers' Association of Australia was held January 7 and 8.

Among the resolutions passed by the All-India Federation of Teachers' Associations at its annual conference, is one requesting that free public gymnasiums be started and maintained by Indian municipalities.

Educational organizations which have recently been added to the membership of the World Federation are: Asociacion Pedagogia Universitaria, University of Havana, Cuba; the Maine Teachers' Association; Massachusetts Teachers'

Federation; Minnesota Education Association; Missouri State Teachers' Association; South Dakota Education Association.

The total membership of the World Federation now includes twenty full membership organizations and thirty associate organizations.

Travel bureaus which have been approved by the World Federation or its constituent members to conduct trips of visitors to the Geneva conference are: The Travel Bureau of the National Union of Teachers; Temple Tours, Incorporated, Boston; International Travel Bureau, 551 Fifth Avenue, New York; Thos. Cook & Son, 585 Fifth Avenue, New York; Walter H. Woods Company, 80 Boylston Street, Boston.

In connection with the local committee in charge of arrangements at Geneva, a paid secretariat has been provided to facilitate preparations for the coming meeting.

Recent communications from the local committee bring the assurance that plenty of rooms will be available for teachers attending the meeting, but request that as far as possible reservations be made early and by groups of teachers, rather than individually.

TENTATIVE PROGRAMME

GENEVA, JULY 25-AUGUST 3, 1929

THURSDAY, JULY 25, 2.00 p.m.—

Meeting of Board of Directors.

FRIDAY, JULY 26, EVENING—

Registration and Billeting, Opening Session, Welcome Meeting.

SATURDAY, JULY 27, 9.00-12.00 a.m.—

Meeting of Departments, Groups and Committees. (a) Parent-Teacher, Home and School; (b) Health Education; (c) Teachers' Associations and the International Aspect of School Administration; (d) Illiteracy; (e) Educational Handicrafts; (f) Preparation of Teachers for International Goodwill; (g) Behavior-Problem Child; (h) Rural Life and Rural Education.

5.00-6.00 p.m.—

General Session.

"Labour and Education."

EVENING—

General Session devoted to Visual Education.

SUNDAY, JULY 28, a.m.—

(a) Services at St. Peter's Cathedral.

(b) Services at Cathedral of Notre Dame.

MONDAY, JULY 29, 9.00-12.00 a.m.—

Meeting of Departments, Groups and Committees: (a) Pre-school and Kindergarten; (b) Elementary Schools; (c) Secondary Schools; (d) Colleges and Universities; (e) Adult Education.

5.00-6.00 p.m.—

General Session.

"The International Aspect of Education."

EVENING—

Open for social events.

TUESDAY, JULY 30, 9.00-12.00 a.m.—

Meeting of Departments and Discussion Groups: (a) Teachers' Associations and the International Aspect of School Administration; (b) International Co-operation and Goodwill; (c) Geography; (d) Rural Life and Rural Education; (e) Social Adjustment; (f) Handicapped Children; (g) Educational Handicrafts; (h) Health Education.

5.00-6.00 p.m.—

General Session.

"The Needs of the Rural Districts."

EVENING—

Open for social events.

WEDNESDAY, JULY 31, 9.00-12.00 a.m.—

Meeting of Departments and Discussion Groups: (a) Illiteracy; (b) Behavior-Problem Child; (c) Secondary Schools; (d) Pre-school and Kindergarten; (e) Elementary Schools; (f) Colleges and Universities; (g) Preparation of Teachers for International Goodwill; (h) Parent-Teacher, Home and School.

5.00-6.00 p.m.—

General Session.

"Some Behavior Problems."

EVENING—

General Session devoted to messages from various countries.

THURSDAY, AUGUST 1—

No meeting of the Federation to be held on this day on account of the National Feast, the occasion of high festival.

FRIDAY, AUGUST 2, 9.00-12.00 a.m.—

Meeting of Departments and Discussion Groups: (a) Health Education; (b) Teachers' Associations and the International Aspect of School Administration; (c) Adult Education; (d) Geography; (e) Home and School in joint session with Pre-school and Kindergarten; (f) Social Adjustment; (g) Handicapped Children; (h) International Co-operation and Goodwill.

2.00-5.00 p.m.—

Delegate Assembly.

5.00-6.00 p.m.—

General Session.

"Home and School."

EVENING—

Farewell Meeting.

SATURDAY, AUGUST 3, 9.00-12.00 a.m.—

Delegate Assembly.

P.M.—

Devoted to meetings of Boards of Directors and Trustees.

NOTES

1. This draft contains slight modifications of the draft sent to the Geneva committee and with additional details.

2. The arrangement does not lend itself to the messages which will be sent by delegates from different countries. There is always a very strong demand for places to speak. It would be possible to have one or two afternoons or an afternoon and an evening devoted to such messages. The program could be somewhat informal or made up at the time, provided names are not suggested in advance.

3. If the suggestion of the local committee that the afternoons be free until five o'clock is carried out, practically the only place for representation of the different countries will be in the group and department sessions. Meeting as we are in Geneva, there will be distinguished persons who should be heard and whom the delegates will want to hear.

AUGUSTUS O. THOMAS,
President.

Sir Michael Sadler on Examinations

SIR MICHAEL SADLER, Master of University College, Oxford, delivered an address recently at the annual meeting of the English Section of the New Education Fellowship, on the subject of Examinations. We give below extracts from the concluding part of this long and interesting address, which will, it is understood, be followed by an international enquiry to be undertaken by the New Education Fellowship into the whole question.

The English Destiny

After an historical survey, Sir Michael said:—

"In England examinations are too deeply rooted for it to be possible to extirpate them except after a revolution. They are too convenient to be wholly dispensed with. For good and evil they fit it in with English psychology—with the state mind which wants to be sure that teachers and pupils are doing their work up to a decent level, which believes in prodding the careless and the indolent, which does not take very seriously any risk of intellectual over-pressure, and which has an aversion to any formidable kind of State Department of higher education. And, it must be added, our examinations are too remunerative (not in any way scandalously profitable but comfortably advantageous to examiners) to be scrapped with resistance. How many homes are helped to a summer holiday by the father's or mother's fee for looking over examination papers? How many Morris Cowleys or Austin Sevens owe their existence to this marginal source of professional income?"

"State organized and State aided education can no more dispense with the convenient device of examination than modern social legislation can dispense with the action of State officials. . . More and more, English boys and girls will have to pass examinations as part of the routine of their existence. . ."

The Convenience of Mechanical Education

"For the mechanical purposes of education, the examination system is rather a good device. But its effects on education as an art are devastating. Suppose that we had trained Mozart or Beethoven, Wordsworth or Shelley, Cezanne or Bannard, or Zadkine, or Duncan Grant, or Eric Gill, or Stanley Spencer, or Frank Dobson by an examination system, would they have been any better for the process? Would they have been the favourites of examining boards? . . . The examination system, I fear, is more in harmony with the normal convenience of

the people who never break new ground in knowledge and in art than with the needs of the creative mind. And yet how indispensable to the well-being of man is the creative mind; how much does not mankind owe to the originality of a few individuals?"

Examinations as a Character Test

"The demand for thoroughness and accuracy is part of the discipline of character. And it is because they are supposed to test character that examinations are defended by some of their well-meaning friends. What is meant by the statement that examinations 'test character'? Those who make the statement mean that a successful examination candidate must have the necessary self-restraint, pertinacity of purpose and industry not to neglect his work for pleasure, besides having the power of judgment not to overwork. He must not fritter away his time at the beginning of his course. He must plan out his reading. Like a Swiss guide, he must start early, go steady, and keep going. He must also have sufficient nerve not to lose his head during the actual period of the examination. He must teach himself how to write both quickly and legibly. He must constantly make sure that he really knows what he has set himself to read. He must make a habit of posting up the ledger of his mind. These are valuable habits, valuable qualities. But while it is true that the majority of students who do well in examinations possess these qualities and have formed these habits in a greater degree than the majority of those who fail, success in an examination obviously depends on intellectual ability (the kind of intellectual ability which lies in argumentative power or in the power of assimilated reproduction) as well as in other qualities of character or habits of purposeful industry. The more brilliant the candidate and the more retentive his memory, the less evidence does examination success afford as to any side of his character. It would be unwise to assume that every candidate who passes an examination has either much industry or much self-restraint. An examination, it is true, if it be properly conducted, gives direct and unquestionable evidence of the proficiency of each candidate. But (unless it invites information of a different kind) it gives little evidence as to the way in which that proficiency has been acquired through the exercise of his moral powers. Moreover, the elements of character are far from being limited to those required for passing examinations. Examinations give no direct evi-

dence of such valuable qualities as honesty, truthfulness, or the power of being a leader of men. We must therefore be on our guard when examinations are put forward as a test of character; and especially when it is sought to minimize the defects of a particular examination system by dwelling on its virtues in this direction."

Not Ending But Mending

"We cannot abolish examinations but we can amend them. . . . We have already in England an important examination, conducted by the Board of Education in conjunction (a) with a large number of schools; and (b) with five professional institutions (including the Institutes of Mechanical Engineers, of Electrical Engineers, of Naval Architects, and of Chemistry) which deals annually with 3,000-4,000 candidates; works throughout the country smoothly and well; permits the greatest possible freedom to schools to examine for promotion purposes during the early years of the course; allows external examination by the teachers with an external examiner acting in co-operation with them; and (greatest merit of all) takes into account the life the candidates have led, as well as their behaviour on the day of examination-judgment.

"This valuable and significant attempt to secure a more discriminating and a less fettering kind of school examination is called the Examination for National Certificates. The schemes which the Board of Education have made in conjunction with each of the five professional Institutes vary slightly in detail, but the main features of all the schemes of examination are as follows:—

- (1) Schools desirous of participating in the scheme must first be approved as to equipment, qualification of staff, curriculum and syllabuses.
- (2) The professional Institution concerned sets up a Board of Assessors.
- (3) The schools set and mark all examination papers except for the final year of the course.
- (4) In the final year, the schools submit examination papers drafted by their teachers to the Institution Assessors, who have power to revise and alter up to 40 per cent. of the questions set.
- (5) The papers as received by the Assessors are returned to the schools and worked by the students. The scripts are marked by the teachers in the schools, and the list of marks, together with the worked scripts of the students are sent to the Assessors, who revise the marking as may be necessary to secure a common *minimum* standard throughout the country.
- (6) Throughout the courses, home work and class work marks awarded by the teacher count in the award. In the final year 30 per cent. of marks are given to home work, class work, etc., and 70 per cent. to the examinations.

"No scholarships are awarded or money grants made on the results of these examinations. . . . It is a qualifying examination. It attests the experience of the successful candidates for a further stage of study."

Books in the Examination Room

Sir Michael made the further suggestion that for certain papers in all examinations, from the common entrance onward, candidates should be

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allowed to have approved books of reference with them in the examination room. "We want to test the quality of a candidate's mind as it works in a normal state, not when it is like a sponge dripping with an overcharge of accumulated material." He quoted the proposals of Mr. W. R. Thomas, of Crosby, Liverpool, which dealt with the use of text, dictionaries, and standard works in certain subject examinations.

Need for Investigation

It would, concluded the speaker, be a great service to England if the Government or some affluent corporation determined to appoint for a term of years a Commissioner to enquire into the working of our examination system, into the technique of question-setting, into the methods of marking, and into the psychological effects of examinations on the candidates. The Commissioner would need a staff of assistants and funds for the prosecution of extensive enquiries and test-experiments. The right man for this difficult and responsible duty exists. He is not now in this country, but I hope that on his return to England he will be available. The cost of the enquiry would be about £18,000 a year. As the cost of the examination system in England is at least £1,500,000 per annum, the sum proposed to be spent on scientific observation of the working of this vast machine is modest. It amounts to .12 per cent. of our annual civil expenditure on those grades of schools and colleges which are now specially affected by the examination system.

THE BEST FLUX FOR THE MELTING POT

R. L. Reid.

OPINIONS differ widely as to the wisdom or *unwisdom* of the policy pursued by the immigration authorities which has resulted in the presence of so many non-English-speaking families in Alberta; but having swallowed them we simply *must* digest them. It therefore behoves those of us in direct contact with these people to concentrate on the points which offer definite resistance to complete assimilation. Lack of social intercourse sometimes retards the process by a whole generation, and as a citizen I submit a potential remedy which depends for its success upon the readers of this magazine.

Our community has seen some half dozen farms pass into the hands of German-speaking Roumanian immigrants during the past year. As they were related to one another and spoke no English, we, quite pardonably, feared the formation of a foreign clique in our midst. Our school attendance had been doubled by the addition of children who spoke German only, and we were, at first, tempted to look on this as an imposition.

But, our district did not have a Christmas tree or even a concert this year. We had a plain "Doings." Our new neighbors had, in common with ourselves, been revelling in the glorious weather; and our little teacher, with what we now see was actual inspiration, vetoed all suggestions of an evening affair and decreed that the last afternoon of the term should be devoted to public entertainment.

So, with no need of overshoes or those warm bundlings, lack of which sometimes keeps the women at home, every family was able to come on foot, and watching them converge at the school, one was reminded of the organization of the universe with each family group in the place of a

planetary system,—father leading the two-year-old and mother carrying the latest born, representing the central sun. Each family had about as many children as our solar system has planets, and they circled around their varying orbits with an odd comet tearing off to join some other group.

Their actual arrival was simultaneous with a flock of Model T's and democrats, bearing our more established citizens. Teacher, bright-eyed as a partridge, and like her surrounded by an excited covey, had borrowed blankets hung as curtains, and had seats arranged for an audience. The women entered at once, and as soon as the men were talked out they crowded into the north-west corner of the building, each old-timer installed a fresh chew, and all was in readiness.

Our ever-hopeful teacher tried hard to induce someone to act as chairman, but in vain; and as usual she had to act as chairman and prompter as well. We live on the openest of open prairies, and the decorations were perforce confined to chalk and crepe paper, but such a glory of green leaves, red berries and turkeys were surely never before seen outside of a Dickens' description. In fact the artistry of the blackboards held me dumb with admiration until my own urchin whispered, "stencils."

"O, Canada!" was rendered for a starter with an enthusiasm which made the discord charming, and my own son finished, very breathless, but well in the lead. I shall not go too much into the details of the programme which followed, it is sufficient to say, that as all twenty-eight pupils were present and also two toddlers who insisted on a place on the programme, we had thirty recitations, and of course, every set of parents agreed with each other that their own progeny excelled all others in this line.

Interspersed, however, were some more ambitious productions, in which the long-legged hoydens to whom we were accustomed, appeared in new roles, as madonnas, angels and shepherdesses, revealing to astonished parents facets of their characters, which our teacher was developing while we at home were in ignorance of their very existence.

Our boys also surprised us with the spirit in which they identified themselves with the characters in a weirdly-costumed medieval play, and with black and blond moustaches, portrayed villain and hero to the life. This did much to convince skeptical parents that history was soaking into their wooden pates, a fact which heretofore these parents had not deemed possible. The most shrieking crescendo from the dressing-room subsided, to disclose two of the demurest of little girls singing lullabies to their dolls, and one reading was rendered forth by a senior lad with such telling vehemence that our chairman (of the school-board) swallowed his quid.

To round out the programme, the pupils filed past and saluted the flag, immigrant and old-timer alike, rolling forth their promise of allegiance in their best and most sonorous manner, and afterward singing, "God Save the King" with an earnestness which made it a true prayer for the sovereign's recovery.

Throughout this whole performance, the Roumanian children, while principally held to pantomimic roles, had taken full part, and the obvious gratification and pride of their parents was a pleasant sight to us who must incorporate

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them into our social body. One family, still pale from the long journey into the country, and not yet settled, were completely aroused from their first stolidity, and inquired with eagerness of their fellow-countrymen as to the opportunities of acquiring land in our district. Strangely that "I-won't-live-near-a-bunch-of-Roumanians" spirit had evaporated and vacant land was suggested, not our own places.

The first seating of the feminine audience had been a crowding of black-shawled women with babies, in one part of the room, and a rather supercilious seating of silk-stockinged matrons without babies, in another portion. The men had perforce to crowd together, but shirts which buttoned in front were together and sharply divided from shirts which buttoned down the side. Audiences are of little account, however, to performing youngsters, and Roumanian children boosted their mothers or fathers from any seats required for stage properties; while staid Canadian citize-

nesses were ruthlessly unseated by their own offspring. By the time all stood to sing the National Anthem, hats, shawls and shirts were as true a pepper and salt mixture as one could wish to see, and during the next item, which was the distribution of oranges, nuts and candy, many a fat and sturdy infant was unrolled and displayed to critical eyes which searched in vain for any flaws.

The appearance of cake and sandwiches took the newcomers by surprise and whether or no a faintly patronizing air was detected in our official hostess, the fact remains that those who had not contributed showed themselves self-respecting and properly sensitive by demanding through their best spokesman a definite opportunity to return their neighbors' hospitality. The day was set; and the ever circulating children caused more airing of halting German phrases by us and the same class of English by the newcomers than might otherwise have taken place, on the parts of the women at least, in ten years' time.

Education by Radio

(From World Wide)

GREAT Britain is preparing to extend and improve adult education by means of wireless, says The London Spectator, which calls the present the Broadcasting age.

Far-reaching as is the claim that broadcasting is likely to become the greatest experiment ever attempted in national education, we agree with Sir Henry Hadow that such a statement is by no means exaggerated. For adult education is a great need of the present. On it the hope of democracy rests, and without it the future of civilization is grave indeed.

Is wireless, then, a suitable means for conveying instruction? If the ether be charged with talks, will the mass of our people listen to them? Apparently they will. Clubs, institutes, and co-operative societies are already experimenting with group-listening. The majority of librarians who answered a questionnaire sent out by the B.B.C. last summer reported that there was an increase in the demand for books referred to in wireless lectures. The Trades Union Congress in 1925 adopted an educational scheme affecting four and a half million workers. The Miners' Welfare committee have asked the B.B.C. for more talks on general culture. Lighthouse and lightship-keepers, fishermen, the workers in the pottery trades, and our 10,000 blind show a desire for more instruction. In Holland, the large population of the barges has turned to wireless for instruction which would be unobtainable in any other way. In the United States broadcast talks appear in the programmes of all stations and some twenty-seven universities and colleges (mainly in the east and middle west) make regular use of radio "courses." Mexico sets aside a special station for cultural broadcasting and the debates of the legislature are also put "on the air." From Oslo to Madrid European listeners are instructed daily in subjects such as law, literature, or language, and in Germany, especially (as we might expect) the "Deutsche Welle" (a semi-official body for wireless teaching) transmits a well-thought-out programme of vocational and general instruction.

In Great Britain we are not behindhand. Nothing similar to the B.B.C. "follow-up" pamphlets (which amplify and adorn the spoken voice) have yet been attempted in other countries, nor are the Radio Times and World-Radio as yet emulated elsewhere either in range or in service rendered to the listening public. That the B.B.C. does not, moreover, intend to stand still is evident from the report under consideration. It is proposed to institute a Central Council for Adult Education at Savoy Hill, somewhat similar to that already in existence at the board of education, assisted by fourteen area councils throughout England. A weekly illustrated educational journal is also contemplated "containing some of the matter with much additional and supplementary material in the form of articles and pictures. Such a journal would perform a valuable service to educational broadcasting, directly as regards educational work, and indirectly by supplying a background of general knowledge and information." The closest possible co-operation is contemplated between the libraries and the B.B.C., and the bibliographies now supplied with each course will be extended and improved.

"It is as yet impossible to say what may be the educational effects of broadcasting in its widest sense," says the report. "All the available evidence goes to prove that its effect is considerable on the population as a whole, particularly the rural population. But the field is so vast, the experiment so new, that figures and tables are obviously unobtainable." None the less, three significant trifles are quoted. Four boys recently presented themselves for a scholarship examination at one of the older universities, moved thereto by having heard a lecture on the wireless by a member of the college staff. A small farmer said recently, "Since wireless came in, the talk in the bars and round the fires of an evening is about such different things from what they used to talk about!" And, finally, a night watchman, guarding a torn-up portion of Piccadilly, was found to be wearing a headphone. "Sh!" he exclaimed, on being questioned, "I'm listening to Desmond McCarthy!"

CIVIL SERVICE POSITIONS

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"I saw your name in the A.T.A."

Broadcasting is no "soft option" for reading. Its popularity is not due to the trouble it saves, but to the very real advantages it confers on listeners. Few are the minds in this or any other country who are supremely qualified to teach. An Oliver Lodge or a Walford Davies must be both born and made. The genius and personality must be there, supported by the technical ability and the desire to be of service to one's fellow-men that alone can bring such minds in touch with the million-minded audience that awaits them. When such teachers are found, it is natural and right that the public should prefer the voice of the master, speaking on his own discoveries or triumphs, to cold print or the reflected light of other teachers. From strength to strength wireless will continue its civilizing work. Wise direction and eager vision, such as is suggested in New Ventures in Broadcasting, can do much to hasten the spread of education, for we have here a great power at our disposal for the regeneration of humanity. Let us see that it is used aright. We are accustomed to call this the Air Age and the Machine Age: it is both, but both are comprehended and these days more aptly described in another term—Broadcasting Age.

Correspondence

Dear Editor:

English? It is to be hoped so. But unfortunately some of those who are holding the position of teachers—and these *not of non-English* mother tongue—do not speak English. I, for one, am always glad to learn and there is much English I do not know, and do not object to a check on either pronunciation or improper idioms or choice of words.

At the association of teachers in the public meetings and from the platform came "jography" and "jometry" and not only there but among teachers in ordinary conversation the same mispronunciation is heard.

There is another good English word so badly mauled that it is seldom heard. It's the little word "yes." Where teachers are careless in its use and instead of being respectful to themselves and their language, degrade themselves and it to a dog's "yap" or anything else, what is to be expected of the pupils?

Is the fault social carelessness wholly? Is there any check needed and, if needed, applied in the Normals during the training of these teachers? If there is found a need for it, should there not be public insistence upon open correction of improper speech in those schools?

Alberta schools have a heavy burden to carry and if the teachers are careful and alert to the proper use and proper pronunciation of our words, part of the burden is borne by ordinary oral example. The ear and tongue are closely correlated in language. If the ear is dull and inattentive the tongue makes its slips; the slips become a personal habit, and the habit is copied, contaminating "the well of English (?).

—Cynicus

Exchange

MISS H. E. CARR, Sec. Ont. Women's Teachers' Association

"Teacher of one-roomed school at....., Alberta, (near city), wishes to exchange with teacher in Southern Nova Scotia."

Why should not such items as above be a regular part of each provincial magazine?

Exchange overseas has been possible for a number of years and is now a fairly easy matter to obtain, provided your own board is willing.

Inter-provincial exchange is still so new that few understand it is possible and consequently still fewer take advantage.

Through the efforts of the C.T.F., the Department of Education in each province has consented to handle exchange of teachers through one exchange officer. Yet when a teacher has a bright idea that she would like to spend a year in a certain other province and applies to the exchange officer of the provincial Department of Education, she is probably met with the reply that "we haven't heard of anyone there wanting to exchange."

The suggestion was made at the C.T.F. meeting last summer that if the one wanting exchange would then communicate with the Provincial Secretary, that officer could send word to the secretary of the province to which the teacher desired to go, asking that the desire for exchange be advertised in the secretary's notes in the provincial magazine. This would probably give the idea to several teachers in that province to take it up and the one who first started the ball rolling would have a variety of positions offered, no doubt.

Exchange for a year not only helps in teaching geography more vividly and in gaining new ideas but it lifts one out of ruts and refreshes body, mind and spirit in proportion to the ability you have for opening mind and heart to new impressions.

Incidentally, it may also bring you greater contentment with your present surroundings, or else ideas on how to make them better instead of just "kicking against the pricks."

If then *you* would like exchange this summer, write *now* to the "Exchange Officer, Department of Education, Parliament Buildings, Edmonton, Alberta," and also write to your Provincial Secretary, re sending word on to the magazine of the provincial organization where you wish to go.

EXECUTIVE OF NORMAL STUDENT ASSOCIATION TO CONDUCT CAMPAIGN

At a special meeting of the executive of the Normal School local of the Alberta Teachers' Alliance recently, it was decided to begin a membership campaign with an objective of 400 members. Miss M. Kells, president of the local, and Miss F. Frost, B.A., secretary, will be in charge of the drive.

Arrangements will be made to have a member of the Alliance address the student body at the regular weekly meeting of the Students' Association, in order to encourage the students to join. Members of the executive will carry on the campaign in the classes which they represent, and it is expected that the objective will be reached in a very short time.—*Calgary Herald*.



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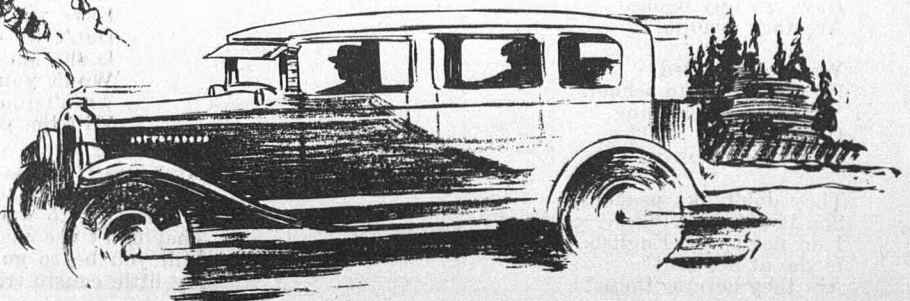
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FRENCH REVIEW SETS—SENTENCES, VERBS, TRANSLATION, ETC.

1. Give the whole tense of:
I am, I have, I give, I ask, I carry, I speak, I go.
2. Perfect your translation of Story No. 1.
3. Translate:
The child, the man, the tree, the uncle, the potato, the girl, the money.
4. Translate:
I give Mary the pens.
We shut all the doors.
They like (love) apples.
Where is Henry's money?
John's father lives in Calgary.

There is the chalk, Louise.
There is a church at Mansfield.
Here is my house.
Here are my brothers.
Give me his notebooks.

* * * *

1. Give the whole tense of:
I like, wish, say, read, write, go out, sleep, go to bed, do.
2. Perfect your translation of Story No. 2.
3. Translate:
His uncle and aunt, her father and mother, my pen and ink, their paper and books.
4. Translate:
We are writing on the board.
They close three windows.
You (pl) speak French well.
She opens her notebook.
The teacher is in front of the table.

A piece of pencil.
Five pieces of paper.
Thou hast seven children.
My three sisters.
The four windows are shut.

Behind.
A gentleman.
Show me.
With, without.
A cherry.

* * * *

1. Give the whole tense of:
I will be, —have, —give, —ask, —carry, —speak, —go, —sleep, —do.
 2. Perfect your translation of Stories 3 and 4.
 3. Translate:
- | | |
|------------|------------------|
| A book | Some money |
| A pear | Some meat |
| A boy | Some fruit |
| A horse | Some books |
| A day | Some men |
| A chair | Some lessons |
| A store | Some sisters |
| A word | Some trees |
| A lesson | Some apple trees |
| A morning | Some sons |
| A hand | Some stockings |
| A school | Some spoons |
| Some paper | Some forks |
| Some soup | Some knives |
| Some chalk | Some newspapers |

4. Translate:
I have not his pen.
We don't write our lesson.
Thou hast not nine pens.
Have we any books?
Are they reading?

We are not tired.
He doesn't go to school.
You are not sleeping.
Does he write well?
Do I speak slowly?

They don't like peaches.
She is not carrying my chair.
I do not speak English.
Is she at her seat?
Are they here or there?

1. Give the whole tense of:
I will eat, —take, —work, —listen, —sell, —finish, —write, —come.
 2. Perfect your translation of Stories 5 and 6.
 3. Translate:
- | | |
|---------------|-----------------|
| my mouth | our towns |
| thy father | your eyes |
| *her son | their relatives |
| our school | our pupils |
| your house | my money |
| their bread | his daughter |
| my wheat | her daughter |
| thy friends | their doors |
| *his chickens | its ears |
| our noses | thy tongue |
| your feet | its fingers |
| their heads | your body |
| my aunts | her hands |
| thy teeth | our dresses |
| her horse | my arm |
- *What about the translation of "his....." and "her....."?

4. Translate:
We have no paper.
I don't see any birds.
Hasn't he any shoes?
Hasn't it any teeth?
There is no ink.
There are no trees.
Aren't there any plates?
He buys no clothes.
They have not any relatives.
She isn't carrying any books.
Have we no soap in our bedroom.
Does she write no letters?

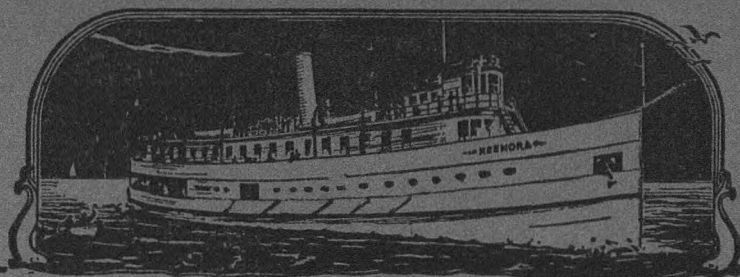
1. Give the whole tense of:
I have been, —had, —done, —bought, —sold, —taken, —*departed, —gone, —come, —got up, —washed myself, —arrived. (Care with the last 6*).
 2. Perfect your translation of Stories 7, 8 and 9.
 3. Translate:
- | | |
|-----------------|----------------------------|
| Are we? | Do they take? |
| Do we see? | Is it going? |
| Can they? | Can he? |
| Am I coming? | Do they say? |
| Is she reading? | Will she be happy? |
| Have you? | Will they go today? |
| Comest thou? | Will you come early? |
| Does he know? | Will he finish the lesson? |

4. Translate:
Does he need some ink to write his exercise?
Yes; he hasn't any and he needs some.
How many legs has that animal? It has four. I see only three (I do not see but—).
Are the pupils' books open? Yes, but their eyes are shut.
Are we listening to our teachers, and do we understand them?
Is the window open? No. Why is it shut every morning? I don't know.

* * * *

1. Give the whole tense of:
I come, I take, I know, I finish, I grow big, I launder.
2. Give the feminine of:
Actif, gros, cruel, long, blanc, faux, muet, cher, vieux, beau.
3. Perfect your translation of Stories 10 and 11.
4. Translate: (Use Est-ce/que in each case)
Do you need all those pencils?
Have you given John eleven francs?
Does Joan not like lettuce?
Will he not arrive this evening?
Have you spent an evening here?
Don't we need many exercises?
Is she Maurice's sister or his cousin?
Won't your mother give you any?
Aren't fourteen silk dresses enough?
Will the weather always be cold?

5. Translate:
My name is Adela and my little brother's is Edward.
What is her brother doing behind the door?
We use ink to write our news for the papers.
They don't use chalk to wash clothes.
Will you be so good as to speak more slowly?
My little cousin tries to carry her big chair.



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